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Provinces and in Ontario

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**REPORT ON SECOND-LANGUAGE TEACHING
IN THE
WESTERN PROVINCES AND IN ONTARIO**

Lionel Orlikow

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REPORT ON SECOND-LANGUAGE TEACHING IN THE MANITOBA PUBLIC SCHOOLS

I. INTRODUCTION

"The good effect of the new course in French is very noticeable and the policy of requiring the students to become acquainted with French, as a living tongue, and to use it in speech as well as for reading, has already been amply justified. It is safe to say that within a year or two high-school students, on leaving school for business or the university, will carry with them a real training in French which will prove vastly more useful to them than a mere grammar and reading course in that language could possibly be. Many teachers are making an effort to live up to the ideal of using French as the language of instruction during the teaching periods¹ in that branch."

This optimistic statement by the inspector of Manitoba secondary schools in 1920 could summarize current aspirations of provincial teachers of French. Lack of noteworthy progress towards the conversational goals over a forty-five year period stems from a number of general causes. One, the objectives were not clearly defined. Two, the means of attaining the objectives were inadequate. Three, the aural-oral objectives were attained, but could not be measured due to an absence of sophisticated instruments.

This report examines the present state of the teaching of second-language instruction to English-speaking pupils in the public schools in one province. The headings are as follows: situation of language instruction; current curriculum revision; materials available; teacher training; supervision. The initial section will concentrate upon French with some references to German and Ukrainian; the latter two will be

1. Manitoba, Department of education, Annual Report, 1919-20 (Winnipeg: King's Printer, 1920), p. 133.

due to the writer's inadequate knowledge of the intricacies of the field of language instruction, failure to visit classrooms, and overly critical attitude.

Concentration upon the public schools is representative of the total school picture. More than 92 per cent of the total elementary and secondary enrollments in Manitoba attend provincially-controlled schools.⁴ It is doubtful if any significant innovations in language instruction are occurring in private schools. One possible exception could exist in an Anglican school at Selkirk, a case to be noted later in the report.

The central authority in curriculum resides in the Department of Education. Its influence is exercised through programmes of study, certification of teachers, authorization of texts, cash grants, inspection of buildings and teachers. School boards exercise a certain measure of influence through such means as the provision of materials and employment of teachers. Local innovations in curricula must be approved by the Department. Several other organizations offer further contributions. The Manitoba Teachers' Society has sponsored a number of one-session workshops for teachers and established sub-committees to study language instruction. The three teacher-training institutions the University of Manitoba, Manitoba Teachers' College, and Brandon College, have established language laboratories within the past few years. The joining of the former two institutions in the fall of 1965 will coincide with the appointment of the first full-time instructor in modern-language methodology. Attempts by St. Boniface College to

4. Dominion Bureau of Statistics, Preliminary Statistics of Education 1963-64 (Ottawa: Queen's Printer, 1964) p. 32.

engage in teacher-training have not been successful. The recently-formed Manitoba Modern Language Association, gathers representatives from all language groups whether teachers or not. Much of its effort has been devoted to organizational problems.

II. THE SITUATION

1. Position of Second Language Study - Particular Reference to French

Four languages are offered in the public schools of Manitoba - French, German, Ukrainian and Latin. No additional ones are foreseen in the immediate future. The high point of language study in Manitoba occurred fifty years ago. This emphasis met an abrupt break with the abolition of the bilingual school system in 1916. English became the language of instruction under Section 240 of the Manitoba Public Schools Act. French, German, and Latin continued as options in the senior grades.

French, in particular, enjoyed a growing recognition. Schools were allowed in the 1940's to offer it at the grade seven level; this permission was extended to grade four in 1954; recently a number of schools introduced it in grade one. Depending on the school where they reside pupils now can start French at any grade up to grade ten; there is no official starting grade. French-speaking pupils pursue a special course in French designed for their own needs, Français, and an additional one stressing French literature soon will be offered. German, on the other hand, cannot be offered lower than grade seven.

Ukrainian commences in grade nine. The fourth years of its study in Manitoba schools in the fall of 1965 has students receiving instruction at the grade twelve level.

French is the only modern second language offered by correspondence. Enrollments are slowly falling as more rural high schools consolidate and can offer the subject. Latin, on the other hand, is becoming more popular as fewer schools provide the subject. German might be

introduced after current curriculum revisions. There is no possibility of Ukrainian being offered as a correspondence subject in the foreseeable future.

Although all languages are under periodic review, most attention by the Department of Education has been devoted to French. This effort is revealed in some of the following factors in authority: the inspector in charge of language study is of French background; the chairman of the Modern Languages Departments at the University of Manitoba and current head of Departmental examinations for secondary schools is a professor of French; French has been the most popular language option among students; the bilingual background of the Premier and his possible ambitions on the Federal level.

It is difficult to discern that point where official policy and unofficial practice commences. First, officially no student is required to pursue a second language. However, most pupils in secondary schools select the college preparatory programme which necessitates a language option. Frequently Ukrainian, German, or Latin is not offered, whereas, French is a rare omission. Many school districts make no provision for pupils who do not select a language in the early grades. St. James, for example, requires all pupils in grades seven and eight to take French. Two private organizations, L'Association d'éducation des Canadiens français du Manitoba and the Manitoba Mennonite Education Association, have had an important influence upon language instruction. With the tacit approval of the Department these groups have provided materials, in-service meetings for teachers, and even inspection of classroom teaching for predominantly French and German-speaking sections of Manitoba.

No matter what language is under review, a similar pattern of curriculum revision is followed. Inspector A. Crriveau is the first provincial supervisor to plan, supervise and co-ordinate elementary and secondary language revision. He is the chairman of all language sub-committees. These committees are composed primarily of teachers and one or two representatives from the university. Although most meetings are held outside regular school hours, an increasing number are afternoon sessions. The Department compensates the school division of the released teacher for the cost of a substitute. Members receive no monetary compensation, although travel expenses are deferred. Recommendations from the committees are processed through hierarchical stages up to final approval by the Minister.

Pilot studies are conducted in selected schools. Generally the projects are one year in duration before a decision is made on general adoption for the province. These are experimental in name alone. No controls have been established for the pilot groups in second languages. The standard of success relies upon impressions by teachers involved plus visitations by a few Departmental personnel. The five "experimental" classes in the grade seven revision of French illustrate another feature. The classes are drawn from Winnipeg - a typical system possessing many material advantages over other districts in Manitoba. These experiments do not fail. Two examples suffice. One high school was asked to conduct an experimental year 1964-65 in French. The principal ordered sufficient textbooks for three classrooms. He had found a teacher willing to try out the materials with three levels of students - high, average, low. The Department refused to place so many texts to one school - "not politically prudent" was the explanation provided the principal. That high school is not participating

in the experiment. Another example is that of French being taught at the primary level after permission had been granted by the Department. Standards in 1964-65 to receive permission were minimal, no supervision was required, reports were unknown. Since September 1965 schools could introduce French in grades one through three without permission.

Four major efforts in French programme revision currently are being undertaken in Manitoba. First, the elementary school⁵ curriculum is being revised with attention paid to conversational techniques. Second, a six year change in secondary school French will commence during the 1965-66 school year in grade seven. Each succeeding year another grade will be tackled. This effort is most important as it could decide future developments in the teaching of French at all levels. Third, the General Course programme has offered a high-school track for students not entering commercial-vocational options and not intending to enroll in university. Its course in French has been in use for several years. Fourth, recent examination of the total University Entrance programme will produce general repercussions upon the position of second languages.

- a) The Department of Education sponsored an Elementary Curriculum Seminar from July 6 through 17, 1964.⁶

Certain guidelines for curricula were drawn during that time. Second language was mentioned at several points. First, the equivalent of eight per cent of the school week or two hours per week

-
5. Generally elementary school has meant grades one to six; More attention now is forcing its inclusion in the Junior High School grades seven and eight.
 6. Appendix C

would be devoted to second language instruction. No specific time would be allocated in grades one through six - the course if taught would draw the time from English (spelling, grammar, literature). Second, preference for French was explicit:

"the majority of pupils should be afforded the opportunity of exploring a second language at this level, and that for most pupils this language should be French".⁷

A strong recommendation was made to commence French at grade seven, particularly if the student intends to go on to university. German would follow the existing regulations being introduced at either grade seven, or eight, or nine; neither Latin nor Ukrainian would be introduced before grade nine. This comparatively early start for French should solidify its position as the popular language option among pupils. Third, any second language would remain optional, not as a core subject demanded of all pupils. Fourth, the elementary school programme would follow the outline, French for Elementary Grades,⁸ authorized by the Minister of Education in 1964. Emphasis is placed upon "oral" method. Two texts, Un peu de Français and Encore Un Peu de Français.

7. Initial Report, Elementary Curriculum Seminar, 1964. p. 7

8. APPENDIX D

modified editions⁹ of those originally issued by Elizabeth Bradford in Ottawa.

- b) The second effort was an examination of five programmes in grade seven. Each concentrated upon an audio-lingual approach and provides a continuous program over a period of years with utilization of various types of teaching aids. Members of the French sub-committee examined the strengths and weaknesses of each under a variety of headings, as teaching guides, audio-visual aids. Ecouter et Parler, Hold Rinehart, was authorized for 47 pilot classes in the school year, 1965-66. The teachers involved will meet in the fall, 1965, to discuss mutual problems and to serve as resource people for the some 700 plus grade seven teachers of French in Manitoba once the series is extended.
- c) The existing General Course programme is the third effort. Once again the concentration is upon an audio-lingual emphasis. Canadian settings are stressed in the two major printed aids, Je Parle Français and Cours de Langue et de Civilisation Françaises. Like the rather detailed manual prepared for the elementary oral

9. The text modifications consist in substituting general Canadian scenes for those illustrating French life.

programme, suggested activities as reading selections and sample test items are drawn to the teachers' attention. An important step will occur this June when part of the Grade XI Departmental examination in the General Course will be one devoted to a test of aural-oral competency.¹⁰ This will be the first such test applied at the provincial level. A major problem in the General Course is the relatively few pupils who have selected it. This state can be explained by a variety of factors: many rural schools do not have a sufficiently large enrollment to offer university entrance French and general course French; most pupils still prefer the other tracks;¹¹ no General Course pupils can elect Latin or Ukrainian. It must be stressed that the above programme in French is a rare attempt in Canada to provide a language course distinct from that offered to the college-bound.

- d) Extensive revision of the university entrance French option will not be made for several years. Until that time the existing programme will continue to emphasize formal grammar translation. Some

10. The test was not developed by my March visit.

A copy should follow (It has not - June 1).

11. The general course commenced in 1962 with 20 grade ten classes possessing 760 pupils; now there are 3,390 pupils in 148 classes. 1964-65, students enrolled: grade X, 2,032-285 of whom take French or German; Grade XI, 964, 80; Grade XII, 396, none.

immediate changes in administrative regulations are indicated in the report of the Seminar on the University Entrance Course.¹² Entrance to the track would be decided at the grade nine level on the basis of a sixty percent average and no failures in five core subjects, one of which is a second language, French, German or Latin.

Two interesting points relate to this change. First, the three languages will have Departmental examinations to grade nine. Until this recommendation some teachers felt that second language did not have a parity of status, with other academic subjects since only language examinations were set locally. Second, increased pressure would be employed to have pupils elect language study before grade ten. Now it is possible to have pupils in a grade ten class who commenced language study at five different grade levels. The University of Manitoba will be asked to accept Latin in place of Mathematics at grade twelve for those pupils intending to register in Arts. The time assigned to a language (ten per cent in grades ten and eleven and sixteen per cent in grade twelve) represents a two per cent drop (thirty minutes per week) from existing standards.

CHART A
PUBLIC SCHOOL ENROLLMENT, DECEMBER 1964

| Grade | Total Enrolled | 2nd Language | | 1964 | 1963 | FRANCAIS | GERMAN | UKRAINIA |
|-------|-------------------|--------------|------|--------|--------|----------|--------|----------|
| | | No. | % | FRENCH | | | | |
| I | 27,462 | 2,647 | 9.6 | 1,280 | -- | 1,307 | -- | -- |
| II | 20,847 | 1,238 | 5.9 | -- | -- | 1,238 | -- | -- |
| III | 20,096 | 1,287 | 6.4 | 199 | -- | 1,088 | -- | -- |
| IV | 20,099 | 5,642 | 28.1 | 4,606 | 3,909 | 1,036 | -- | -- |
| V | 20,113 | 6,930 | 34.5 | 5,814 | 4,690 | 1,116 | -- | -- |
| VI | 19,092 | 7,573 | 39.7 | 6,631 | 7,846 | 942 | -- | -- |
| VII | 19,345 | 16,555 | 85.6 | 14,480 | 12,595 | 957 | 1,118 | -- |
| VIII | 16,885 | 14,908 | 88.3 | 13,352 | 11,615 | 728 | 828 | -- |
| IX | 16,843 | 13,478 | 80.0 | 11,993 | 11,351 | 586 | 899 | 283 |
| X | 14,610 | 10,385 | 71.1 | 9,177 | 9,497 | 479 | 729 | 76 |
| XI | 13,735 | 9,772 | 71.2 | 8,706 | 8,152 | 441 | 625 | 43 |
| XII | 9,643 | 6,742 | 69.9 | 6,125 | 4,834 | 261 | 356 | -- |

These cuts were prompted in order to add one compulsory subject to each grade.

In summary, four second languages are offered in the public schools. Unofficial and official supports have encouraged French at the expense of the other languages. Current course revision has stressed the audio-lingual approach. While second language study is still optional, schools are encouraged to offer French in elementary grades. It should be noted that the students electing the industrial and the commercial options at the secondary level have no opportunity to pursue a second language.

2. Numbers Involved in Second Language Instruction

Available data on student enrollment in second languages ~~is~~^{are} remarkably scarce. The best picture is Chart A, a combination of the total enrollments in the public schools as of December, 1964, and the proportion electing a second language. The percentages are approximations compiled by the author. One error should be noted in the overall percentages - students electing Ukrainian usually elect it as a third language for University entrance. To avoid duplication Ukrainian was omitted in the combined average.

Chart A reveals that close to ninety per cent of the public school students have a minimum exposure of one year to a second language; eighty per cent for three years; and seventy per cent of each grade for six years. Enrollments in German and Ukrainian are insignificant when compared to French. The Français option shows a more than proportionate decline through the grades which could be attributed to such general factors as drop-outs in rural areas. Numbers in the first six grades will experience dramatic increases in forthcoming years for reasons cited earlier.

CHART B

NUMBERS WRITING DEPARTMENTAL EXAMS OVER SIX YEAR PERIOD

GRADE XI

| Year | No. Enrolled | % Writing | FRENCH | | FRANCAIS | | LATIN | | GERMAN | |
|------|-----------------|--------------|----------------|------|----------------|-----|----------------|-----|----------------|-----|
| | | | No. Writing | % | No. Writing | % | No. Writing | % | No. Writing | % |
| 59 | 8,010 | 69.9 | 4,445 | 55.5 | 219 | 2.7 | 368 | 4.6 | 570 | 7.1 |
| 60 | 8,988 | 72.6 | 5,157 | 57.3 | 261 | 2.9 | 439 | 4.9 | 678 | 7.5 |
| 61 | 9,526 | 73.6 | 5,583 | 58.6 | 275 | 2.9 | 456 | 4.8 | 717 | 7.3 |
| 62 | 10,160 | 68.7 | 5,419 | 53.3 | 343 | 3.4 | 469 | 4.6 | 752 | 7.4 |
| 63 | 11,817 | 79.7 | 7,885 | 66.7 | 368 | 3.1 | 455 | 3.8 | 722 | 6.1 |
| 64 | 12,990 | 75.1 | 8,235 | 63.4 | 414 | 3.2 | 422 | 3.2 | 683 | 5.3 |

GRADE XII

| | | | | | | | | | | |
|----|-------|------|-------|------|-----|-----|-----|-----|-----|-----|
| 59 | 3,715 | 55.2 | 1,592 | 42.8 | 111 | 2.9 | 102 | 2.7 | 254 | 6.8 |
| 60 | 4,902 | 52.1 | 2,014 | 41.1 | 109 | 2.4 | 119 | 2.4 | 305 | 6.2 |
| 61 | 5,407 | 60.2 | 2,599 | 48.6 | 145 | 2.7 | 169 | 3.1 | 398 | 6.4 |
| 62 | 6,233 | 60.3 | 2,981 | 47.8 | 160 | 2.6 | 190 | 3.1 | 423 | 6.8 |
| 63 | 6,705 | 61.2 | 3,379 | 50.1 | 176 | 2.6 | 170 | 2.5 | 391 | 6.0 |
| 64 | 7,899 | 68.3 | 4,607 | 58.3 | 193 | 2.4 | 155 | 2.0 | 444 | 5.6 |

* - Percentages of Total Enrollment

** - No papers in Ukrainian set

CHART C

ENROLLMENT IN SECOND LANGUAGES
ASIDE FROM FRENCH, 1964-65, WINNIPEG

| GRADE | LATIN | GERMAN | UKRAINIAN |
|-------|-------|--------|-----------|
| VIII | 94 | 16 | -- |
| IX | 637 | 42 | 78 |
| X | 200 | 104 | 4 |
| XI | 73 | 76 | 4 |
| XII | 9 | 9 | -- |

Another interesting trend is revealed in Chart B. The numbers of pupils writing Departmental Examinations in grades eleven and twelve were broken into the proportions pursuing French, Français, Latin and German. A dramatic increase was registered in French from 1959 to 1964; Latin and German slipped further towards obscurity. Numerically these subjects registered gains, however, their numbers were proportionally much smaller. The approach of a narrower scope in second language offerings is illustrated by 1964-65 figures from Winnipeg in Chart C. Only a handful of pupils at the grade XII level selected Latin and German. University entrance requirements do not permit the luxury of a third language.

The lack of available data does not permit the answer to many questions. How many pupils are pursuing a third language? What are comparative drop-out rates? Which schools offer more than one second language option? Are there significant differences between urban and rural areas? Answers to these and other questions would have to come from future studies.

3. Curriculum in Manitoba is under extensive revision.

The total educational scene is under extensive change at the present time. A form of streaming pupils into tracks is being inaugurated at the senior high school level. New curricula, particularly in science and mathematics, have been introduced. The Department of Education and a few school districts have appointed additional personnel to help guide the recent developments. The following section will examine the curricula in languages in more detail.

III. OBJECTIVES OF LANGUAGE INSTRUCTION

An educational programme attempts to reach certain outcomes. These desired outcomes are the objectives which determine procedures, texts, results, materials and teacher training.

The objectives of a course can be found in many sources. The most obvious is the list written at the introduction to a programme of studies. Four adopted lists in French reveal a concern in Manitoba for the four general skills of language instruction - listening, speaking, reading, writing - and one¹³ concerned with cultural understanding.

Unfortunately these lists are not informative. Some are means not objectives ("A knowledge of simple important grammatical principles"); others are general goals of education, not ones directly within the province of French ("international understanding"); terms are frequently vague (employment of the word "ability" for example, does not suggest whether it is a form of power acquired by training or a release of a natural capacity); no weighting is given in the lists of objectives; a few are subject to debate (elementary pupils benefit from early language study).

The looseness in construction of these objectives permits an infinite latitude to the classroom teacher to interpret them to her own situation. Certain restraints do implant certain objectives. Concern to have their students pass the departmental examinations has traditionally driven many teachers to a fanatical concern for translation.¹⁴ The examination is the unofficial course of studies. Inadequately trained and insecure teachers use the examination as an excuse not to develop other language skills, however, the fact is that teachers feel that they are evaluated according to how their pupils achieve on Departmental examinations. This emphasis also is found in the German and Ukrainian examinations. A study of the textbooks employed might indicate the nature of other important objectives. For example, physics teachers have had to teach a number of textual inaccuracies since the examination did not deviate from the prescribed text.

Public concern for aiding bilingualism and biculturalism might focus concern upon more specific goals. As these objectives are sought in the earlier introduction of French into provincial schools, an examination of each might be useful.

1. Bicultural Objectives.

Bicultural objectives have been mentioned frequently by advocates of extending French studies. There has been little translation into practice. The Second Great War spurred some interest in this aspect when the French course was revised:

"to develop an interest in the history and institutions of France, a sane emotional attitude and sympathetic outlook towards our fellow citizens, the French Canadians, and towards that France of happier days".¹⁵

Two means can be noted to achieve the goal of more intercultural understanding. First, more information on Quebec now is available to students. The revised curricula in the social studies have units on recent events in Quebec. Various devices for enrichment are available for use in the home and in the classroom. Some of the more popular are phonograph records of folk music, novels at public libraries, and wall charts available from the French consulate. Second, increased face-to-face contacts are sought. The Canadian Centenary Committee and the Council of Christians and Jews both are engaged in summer exchange programmes between pupils in Manitoba and Quebec.

It is doubtful if the bicultural goal is considered very important. First, general opinion does not accord it a high priority. Editorial comment in the two daily newspapers did not reflect a concern for the whole basis of the Commission. Indeed, their comments were negative:

"If, as the report (Preliminary Report of the Royal Commission) says, most Canadians are unaware of these problems and take their Canadianism for granted, the nation cannot be in much of a turmoil"¹⁶

and

"This is the heyday of the theorist, crashing through the book stacks and polling public opinion. The Commission itself is in danger of becoming a showpiece for the madness of modern bureaucracy".¹⁷

-
15. Manitoba, Report of the Department of Education, 1940-41 (Winnipeg: King's Printer, 1941), p. 32.
16. "Faint Hearted", Free Press, March 1, 1965.
17. "Costly Caravan", Tribune, August 10, 1964.

Few teachers interviewed expressed much interest in the topic.

Second, to educate Manitoba pupils in cultural facets of life would require a concentrated attention to many hitherto neglected areas in French language study - technical and scientific words and understanding of customs. There is no indication that the French language will be extended as the media of instruction into other subject areas. The Department of Education has moved as far as it is prepared to go for some time in granting two courses for French-speaking pupils. A few individuals have suggested establishing a stream in English-speaking schools where the language of instruction would be French. There is little chance of this extension occurring. Mr. G. Davies, assistant deputy minister, indicated a major problem for English-speaking pupils is the lack of suitable textbooks and qualified teachers in French. He referred to an unpublished study on history texts in French that was undertaken for the Premier.

Two exceptions should be noted. A private nursery-kindergarten in St. Boniface has experienced growing popularity. Following the theories of Penfield, Mme Ragot has conducted pre-school instruction in French. Several years ago the parents of the pupils financed a trip to France for her training. St. John's Cathedral Boys' School, Selkirk, has a dozen boys attempting a more functional use of French. The programme includes: translation of 500 words each night into French; reading the French edition of the Reader's Digest; one full week in the spring and in the fall in residence at St. Boniface College; and in 1966, one subject, grade twelve history, will be taught entirely in French.

Third, any programme in cultural understanding is doomed to failure unless a revolution occurs in accepted teaching strategies. Teachers are not therapists and most are not prepared to deal with attitudes and motivations. Cultural understanding has long been a declared goal by social studies' groups and no success has been measured. Second language instruction should not prove any more successful. However, the ethereal goal of aiding cultural understanding will stimulate more schools to introduce French.

2. Bilingualism is sought as a means and as an end.

Each of the programmes - General Course, elementary conversational approach, grade seven "experimental" studies - concentrates upon an audio-lingual approach. A hierarchy in levels of proficiency are encompassed under the label of bilingualism - the direction in Manitoba might become clearer with the acceptance of one of the courses. Presently many French teachers view the conversational technique as one that permits use of the second language as the native speakers use it, so that students may acquire direct communication.

The various programmes under review at the seventh grade should provide a firmer framework for developing oral skills among pupils. A series of integrated materials - textbooks, filmstrips, charts - provide a continuous pattern through the grades. None rely exclusively upon a textbook. No attention is paid to any of the linguistic peculiarities of French Canada.

The eventual success of any programme stressing oral proficiency will rest upon varying quantities of a number of elements - time, teachers, materials, supervision, administrative supports, tests, texts. The complexity in a multitude of teaching situations prohibits any iron-clad generalizations, however, a review of some elements indicates some problems that will be met.

a) It is possible for mechanical aids to supplement and/or substitute for the teacher at some points. For example, audio-visual equipment is extensively employed in California as that state prepares to teach a foreign language to all pupils in the elementary schools. The audio-visual picture is spotty in Manitoba. There are no school television series for French. The school radio broadcast section is the most effective in supporting French. French programmes have been prepared for eighteen years to supplement, not to supplant, the teacher. Two main efforts have been the French For Beginners Programme and Le Quart D'Heure Français. Illustrations, scripts and tape recordings are provided at no cost to schools.¹⁸ A number of schools have built fairly extensive tape libraries of previous programmes. Songs employed in the elementary oral French programme also are taped for distribution on request. Nothing in audio-visual materials is provided in Ukrainian; some selections are now being taped for German. It is believed that most schools have movie projectors and a sizable number have tape recorders.¹⁹ How these are employed is a matter of conjecture.

18. APPENDIX H.

19. No Departmental record exists on this subject.

- b) Language laboratories have been constructed in all ten high schools of Winnipeg. No others exist in the province. Each high school pupil of French in Winnipeg attends the lab for one period of fifty minutes once every six days. Each booth has earphones and microphones. Little individual pupil work can be carried on due to the scant time provided for teacher preparation.
- c) Community resources to enrich studies in French are rarely used by either students or teachers. Manitoba possesses a unique potential in having a number of readily accessible French-Canadian cultural media. Few teachers and even fewer pupils were reported as even sporadic viewers of the French television channel and listeners of the French radio station. A few schools have organized tours of St. Boniface. A few French periodicals were noted in classroom. Although Paris Match is frequently purchased for school libraries, the French edition of MacLeans is rarely found and Manitoba French newspapers are unknown.
- d) Books written in French are in short supply for English-speaking pupils. The library of the Department of Education has a fairly extensive list for those pupils enrolled in the Français option, however, they are not distributed to the English-speaking schools. Public libraries in the province possess few books in second languages. St. Boniface has three branch libraries - one with all French titles, two virtually all in English; two communities, St. Rose and St. Pierre, have established "bilingual" libraries, possessing sixty per cent in French, forty per cent in English; a few centres have ordered simple French works for small children.

e) Films and filmstrips are supplied at no cost through the Audio-Visual branch of the Department of Education. No titles in French are available to public schools from this source.

L'Association d'Education des Canadiens Français du Manitoba has acquired a supply, in particular, ones from the National Film Board. These are designed to expose children of the upper grades to "good French-speaking films", i.e. enrichment not instruction in the narrow sense. Coming from a private source these films are not subsidized.

How important are such aids in the teaching of second languages? Undoubtedly a highly skilled teacher requires minimal support. The weaker teacher could be replaced. Furthermore, aids have been employed in the past for enrichment purposes; present "new" curricula in language study utilize them as integral parts of the course. For example, the Chilton approach integrates a variety of visuals to extend the pupils' range of experience. Without filmstrips and charts the impact of this course is crippled.

It is not difficult to estimate the support ~~of~~ the government will provide in the immediate future. Only one branch of the Department has been active in the distribution of materials related to French. Much is left to local initiative. School districts are expected to purchase necessary materials from the general grants. Two recent incidents indicate that the Department of Education will not take the lead. Initiation of the Physical Science Study Committee programme has been encouraged by the Department, however, no provincial aid has been made for the expensive materials essential in teaching the course. Materials for the pilot French studies in Winnipeg had to be furnished by that school district; if they had not, the pilot study would not have got off the ground.

3. The Teaching of French

An evaluation of the quality of second language instruction is more difficult. Teaching remains an art as well as a science. That many private schools do not require formal training in pedagogical techniques indicates some of the diversity over what is required for successful teaching. Concern for the objectives of audio-lingual fluency, however, should place more of a premium upon a command of the second language and familiarity with the techniques of instructing English-speaking pupils.

What is the Manitoba situation?

- a) Departmental requirements for teaching second languages are minimal. Regulations for a general teaching certificate hold. To teach below grade ten, the teacher must possess a complete grade twelve and one year of teacher training; to teach grades ten, eleven and twelve, two courses at the university level in the subject to be taught, together with two, three or four years of college. Frequently teachers in the elementary grades possess the lowest qualifications; degree people are placed into the secondary level. Two minor attempts in providing special recognition for language teachers have met limited success. The Department of Education issues a special certificate for those with an honours degree in French who spend a year in France at the Institut Pédagogique National. No teacher training is required for the six who possess one.²¹ The University of Manitoba

21. This procedure will change in the future. One holder of the certificate is having many discipline problems in the classrooms a fact attributed by one Departmental official to the teacher's lack of pedagogical training.

sponsors a Certificate of Oral Proficiency in French, Russian, Ukrainian and German. No academic preparation is required for the thirty minute examination where the candidate is examined by three professors. This certificate has no monetary value. The head of the Modern Language Department awaits word from the Canadian Broadcasting Corporation about a possible national series based on the Manitoba certificate of oral proficiency.

- b) A critical shortage in second language classroom teachers has led some school districts to hire any teacher with a French surname. The local French-Canadian populace provides an important source to relieve the needs of the province. Their growing readiness to enter dominantly English-speaking communities has helped. It should be noted that some research evidence argues that being born into the language is not important, rather the skill in teaching and competency in the language is most important.²² A major problem of such teachers, for example, is an inability to understanding the difficulties of the English-speaking pupil.

Scant success has been recorded in hiring teachers from French-speaking areas outside Manitoba. Contacts with the French Ministry of Education produced one recruit in 1963-64. Inquiries have been made through the federal Immigration Department to attract teachers from Switzerland. Such necessary costs as advertising have not been processed in

22. Emma Birkmaier, "Modern Languages" in C.W. Harris (ed.), Encyclopedia of Educational Research (New York: MacMillan, 1960), pp. 861-888.

current Departmental estimates. The last exchange teacher from Quebec came in 1951-52. As is the case in other provinces, general exchange among Canadian provinces holds little attraction.

- c) The bulk of French teaching must continue to rest upon English-speaking teachers. Few are prepared for the demands of audio-lingual techniques. Their own second language training stressed translation with a premium placed upon English in the classroom. Until recent years most classes in French at the University of Manitoba were conducted in English. Few of those interviewed know teachers of French who are able to do little more than read slowly and employ simple conversational French. A few teachers take the opportunity to speak some French outside school hours; but once again this is not generally the case in elementary and junior high levels.

A clear distinction exists in the abilities possessed by teachers at various levels. The larger high school can permit specialization, whereas, this organization is virtually unknown in elementary buildings, where the pattern is one teacher to one classroom. One result is that teachers in early grades have little time for preparation. For example, one sixth grade pedagogue instructing in French for the first time devotes fifteen minutes per day to preparation - a reasonable amount when one considers the heavy burden of her other duties. The hiring of itinerant teachers of French is limited to a few districts due to the lack of provincial grants for these specialist teachers. Leaving second language

teaching to a homeroom teacher facilitates scheduling, correlation among subjects and discipline, but an extra load is placed upon the already burdened classroom teacher. Spottiness in teaching competencies in French also hampers continuous development of skills through the grades.

d) Unfortunately teachers of language receive little supervision on the job. Only Winnipeg has a full-time supervisor of languages. A handful of districts have ones on a part-time basis. Much of their duties relate to office routine, not classroom visitations. Inspectors of the Department rarely offer suggestions on the techniques of instruction. Where senior high schools appoint department chairmen, their duties are confined to administrative matters, not supervision.

e) Retraining teachers has commenced on a variety of fronts. The Manitoba Teachers' Society has sponsored a number of curriculum workshops throughout the province. Information on course changes are discussed during these one-day meetings. Winnipeg is unique in having any active in-service sessions. For example, the introduction of language laboratories required several days' attendance of all teachers concerned. These were scheduled during regular school time. Another district hired the language instructor at the Teachers' College to present ten lessons for its teachers of French. The only financial aid specifically directed towards language study is provided by Winnipeg. Successful applicants for summer study in French are awarded \$600.00 to attend non-Manitoba universities. The most ambitious programme sponsored by the Department of Education has been a series of twenty, two hour sessions in French methods. Sometimes the \$40.00 tuition was

paid by the District employing the teacher, generally the teacher paid her own fees. The programme was offered on a voluntary basis. Decline in attendance from 1964 to 1965 indicates that the core of interested teachers has been tapped.²³ The few dozen volunteers each year reveal that the vast majority of Manitoba teachers of French have not received any retraining in the conversational skills.

A further source of training is the adult evening sessions sponsored by the school districts of Winnipeg and St. James. No attention is paid to instructional techniques per se; rather, participants, some of whom are teachers, concentrate upon their conversational skills.

| | | |
|------|--|-----|
| 23. | History of French Courses offered under Departmental auspices. | |
| 1960 | - Methods in French | 31 |
| | Conversational French | 13 |
| 1961 | - Methods in French | 22 |
| | Conversational French | 23 |
| 1962 | - Methods in French | 16 |
| | Conversational French | 15 |
| 1963 | - Methods in French | 19 |
| | Conversational French | 23 |
| 1964 | - Elementary French Course - Summer School. | 34 |
| | Oral French Course - Brandon. | 13 |
| | French Methods - Winter Course Teachers College . . | 103 |
| 1965 | - French for Elementary Teachers - Winter Session . . | 68 |

The 1965 summer course for elementary school teachers is as follows:

"The course which will consist of twenty three-hour sessions is designed to provide specialized training in methodology and conversational skills for teachers of French at elementary grade levels. All of the basis French sounds will be reviewed through carefully programmed phonetic exercises; conversational techniques will be discussed on tried out. The Bradley-Findlay Method of teaching French will receive special emphasis; other methods will also be discussed, demonstrated, and evaluated. Among the topics to receive attention will be the lesson plan, the use of audio-visual aids, school broadcasts, dramatization, and games, songs and folk dancing, and examination techniques. It is planned to make considerable use of the Language Laboratory.

Teachers will be required to have Grade XII French to be eligible to take the course. Credit 3 Units."

Department of Education, Summer School Courses P 165

(Winnipeg - Department of Education 1965) p. 15.

3. Conclusion

A great enthusiasm for conversational French was noted among school personnel at various levels of the educational hierarchy. The eventual standard of performance will not become clear until current experiments have had time to jell. Not too much can be expected from the elementary school French programme as long as teachers are not trained, not supervised, and not propped up by supplementary materials. Yet, any of the programmes under review will provide a more effective construct in building conversational skills than current authorized texts. A critical factor, particularly in senior grades, will be the development of adequate testing instruments to measure the various skills of audio-lingual competency. If Departmental examinations continue in their present format, the unofficial programme of studies in second language instruction must ^{rest} ~~vest~~ upon translation. Any attention related to bicultural goals remains an afterthought.

IV. THE 'NEGLECTED' SECOND LANGUAGES

Many of the general remarks made about school organization, retraining, supervision, also relate to German and Ukrainian. Each of the latter has particular problems and needs.

1. German

German participates in some of the same unofficial activities as does French in French-speaking districts. Although the official programme states that instruction commences in grade seven, some schools introduce German in grade one. A private group, the Manitoba Mennonite Educational Committee, coordinates a variety of activities related to German instruction. Established ten years ago, this group now claims 150 classrooms in 74 schools as members. Some of its interests include the distribution of materials, preparation of an unofficial syllabus and inspection of public school German classes.

Confusion comes when the products of the unofficial programme reach grade seven and commence the official programme. The skills of these pupils are far superior to those demanded by official programme. Some grade seven pupils have been known to handle the grade eleven Departmental examinations. Since the majority of pupils come from German-speaking homes, any students from an English-speaking environment are placed at a disadvantage. By grade ten the problem becomes more acute. At that level pupils who have tried and failed Latin and French have a last chance to try a language and are placed in the same classrooms as those with years of training in German. Requests

for a course similar in intent to that of Français have not been approved by the Department of Education.²⁴

Objectives of instruction concentrate upon translation. This interest is due in part to the many pupils who come from German-speaking communities seated in the same classroom with those who have no background in German. Two pilot groups in grade nine at Steinbach and Winkler are trying out Harcourt-Brace materials that stress a conversational approach.²⁵ The Department has not devoted much effort to retraining or supporting the courses, the German committee being assured by officials, "don't worry about it" and "it will be done". There are three classes in General course German. The Department advised the teachers concerned to do whatever they wished in their teaching.

There is little opportunity to learn methodology. Teacher training is limited to a course offered by the Department of German. No methods course is provided at the Teachers' College and Faculty of Education. An instructor from the Goethe Institute in West Germany was brought over by the Manitoba Mennonite Educational Committee to conduct four sessions for teachers. Her different cultural background diminished the potential value of the meetings. Teachers generally are Manitoba bred native speakers.

Teachers of German try to stress cultural objectives. The need for this emphasis is important since a falling away of youth from the cultural heritage has been noted. Ties with the Mennonite

²⁴ Appendix J

²⁵ The Holt, Rinehart series in German consists of the following levels: Level one - Deutsch, verstehen and sprechen; Level two-Sprechen and Lesen; Level three - Sprechen, Lesen, and Schreiben; Level four - being prepared.

faith solidify this feeling. The ten teachers the writer met were all Mennonite. Some materials are brought from Germany, and others are drawn from the United States.

2. Ukrainian

Ukrainian is fighting for recognition. This second language commenced in 1962 as an option at the grade nine level. Ukrainian teachers attribute a slow growth in numbers to a number of external restrictions. First, the refusal of the University of Manitoba to recognize Ukrainian for university entrance forces many possible applicants into another second language. Successful completion of grade XII Ukrainian only grants high school leaving standing. Second, various school administrators are criticized for "hostility to Ukrainian". For example, the teachers of Ukrainian cite a series of administrative hurdles in Winnipeg: grade nine students must choose studying Ukrainian or shopw; classes are scheduled for one complete afternoon per week; only one school in the northern part of the city offers the course; students are not informed about the course; remarks are made to discourage pupils.

The close relation of the objectives of instruction to Ukrainian national feeling is apparent in the foremost goal sought by those teachers interviewed - "to know who you are". Unlike the case of German, very few native English-speaking pupils elect these classes. The object of instruction appears to be to encourage students to participate in the cultural and religious life of the Ukrainian community. One means is a heavy emphasis upon literature and translation.

The grades nine and ten programmes in Ukrainian are ready for the fall of 1965. The succeeding two grades now are being compiled.

Some schools furnish an unofficial course in the seventh and eighth grades. The latter are taught in study periods and outside regular class hours. A strong Saturday class movement encouraged by the churches teaches Ukrainian to pupils not receiving instruction at public schools.

The teachers have received less external direction than is the case with German - and even German is far behind French. The Department of Education has placed one inspector of Ukrainian background to provide general supervision, however, little time was allocated to him for any visitations. No classes in methodology are provided in the teacher training institutions. These public school teachers of Ukrainian ~~met~~ informally with those in private institutions. Close ties are maintained with the Slavic Department at the University of Manitoba. Its chairman is on the Ukrainian curriculum review committee. Few contacts have been established with outside institutions or higher education. One teacher is leaving for summer study in Munich, Germany.

V. OBSERVATIONS

The emphasis on second language instruction in the English-speaking public schools of Manitoba will be altered within the next few years. More pupils are pursuing language study in earlier grades; some shift is seen from the traditional emphasis upon translation; increased attention will be placed upon a continuous development of skill through the grades; bicultural objectives might derive some indirect attention.

Although the formal structure already has undergone extensive revisions, much radical change in existing teaching practices should not be expected.

First, educational practice always has been noted for its resistance to change. In order to achieve the audio-lingual goals desired in Manitoba, a massive amount of supports must be pumped into the various relevant variables - teacher training, construction of tests, diverse materials, pieces of teaching equipment. Competing demands in total education should force little diversion to language study.

Second, the existing situation in Manitoba is beyond the resources of the provincial and local governments. A host of demands are pressing upon the governments - new science, new mathematics, higher education, teachers' salaries, school construction. Second language instruction does not stand in the front rank in the competition for scarce resources. The injection of outside resources ^{is} ~~are~~ required.

Third, certain fundamental questions have yet to be asked. Is the bilingual goal one for all students or for an elite? Commercial and vocational pupils cannot take a second language;

few general course students do. Teachers explained that "anyone can learn to speak a language", the reason that they do not is through lack of effort. How can diversity of student abilities be handled in the average classroom? The conflict in the German classes has been noted. A range in degrees of fluency must be established. Can mechanical aids replace the teacher in a second language teaching situation? The lack of qualified teachers in the schools has been noted. Perhaps such aids as television could furnish a basic programme. How can more French-Canadian content be included? Incidental materials now are not utilized. Only items made an integral part of the instructional programme will produce any effect. Little can be seen in current revision. The Chilton series concentrates upon the French scene; the two adapted elementary texts were modified to make them culturally neutral. Where can the leadership be found? A knowledge of methodology and language is limited in the province. The efforts of one man - the supervisor of French in Winnipeg - have been quite critical to programme development. Yet, it appears that a commercial series will determine the programme for the public schools. Leadership must come from outside the province; the provincial people are crude adapters.

APPENDIX A:

The definitions of the three approaches to language teaching will be interpreted as follows:

- 1) Grammar-translation: concentration upon acquisition of formalities of reading the language through lists of vocabulary items, rules of grammar, conjugation of verbs. Reading and writing exercises to test whether the procedures have been learned. Concentration upon this approach reached its highest point during the late 1920's with the Modern Language Association survey of language instruction in Canada and the United States. This is still the dominant form of instruction in the schools - some teachers would say even at the University of Manitoba.
- 2) Direct method: never the use of the first language of the pupil, rather employ the second language itself, through conversation, discussion, and reading. Important here is the use of good visual aids. The sets put out by the Encyclopedia Britannica and the Chilton Company are closest to this approach.
- 3) Audio-lingual: a modification of the above, since the first language is employed to provide some necessary explanations. Important to develop good language habits through constant drill. Like the direct method attention is paid to the development of skills in listening and speaking - reading and writing come some time after the introduction of the language. The three programmes being tried out are by Holt Rinehart, McGraw Hill and Harcourt Brace. The Manitoba sub-committee prefers this method - since it is inefficient at times to ignore the pupil's mother tongue - but, it is not too happy with the means provided by the three in carrying out the principles. Hence, the preference to Chilton.

APPENDIX B:

1. Department of Education: G. Davies, Assistant Deputy Minister; S. Bulloch, Curricula Director; A. Corriveau, Inspector in charge of modern languages; P. Moffat, Teacher Training; A. Heaney, Director of Research; M. Baldock, Librarian; G. McCance, Radio Education.
2. Teacher Training: C.M. Jones, chairman, Modern Language Department, University of Manitoba; J. Brown, Dean, Faculty of Education, University of Manitoba; L. Maurice, instructor, Faculty of Education; M. Bonneau, instructor, Manitoba Teachers College; H. Wiebe, German instructor, University of Manitoba.
3. Teachers: R. Roy, supervisor, Winnipeg Public Schools, R.T.F. Thompson, superintendent, St. James Public Schools; H. Loewen, Manitoba Teachers Society; 16 teachers, St. James, Winnipeg, Melita, Stonewall.

The teachers were selected on the following criteria: contact with the Manitoba Modern Language Association permitted an evening meeting with four; St. James, a suburban community known for its interest in the teaching of French, the superintendent selected teachers at each level that the language is taught; Stonewall, a "good" rural school district, 20 miles northwest of Winnipeg; Melita, an "isolated" school, 210 miles south-west of Winnipeg. No pretense to a representative sampling is claimed.

4. Others: M. Morley, provincial librarian; J. Hays audio-visual director, University of Manitoba; Father L. Guy, rector, St. Boniface College; L. Desjardins, M.L.A. Random visits were paid to libraries, bookshops to explore various outside influence upon the schools.
5. Not seen: Inspectors, as teachers report they received little inspection; R. Prefontaine, Exec. Secty. of the Manitoba School Trustees Association, due to his activities in salary negotiation. Letters have been sent to teachers engaged in the pilot studies. No replies have been received.

APPENDIX C:

Second Language -- Initial Report, Elementary Curriculum Seminar, 1964 pp 6, 7, 17, 18.

An 8% time allotment, or its equivalent, has been given to a second language in each of Grades VII and VIII, it being the opinion of the Seminar that the majority of pupils should be afforded the opportunity of exploring a second language at this level, and that for most pupils this language should be French.

The Seminar further agreed:

- a) That the only languages offered at the elementary level should be those available in the University Entrance Course.
- b) That the present permissive option in Oral French in Grades I - III, and the current programme in Oral French in Grades IV - VI be continued and encouraged. Fifteen minutes of daily instruction should be considered a minimum and this may be taken from time normally devoted to English.
- c) That, in order to minimize the difficulties created in building a suitable programme for pupils who enter Grade VII with widely differing backgrounds in French, the necessary steps be taken to enable pupils who intend to select French as a second language study in the senior high school programmes to commence this study not later than Grade VII.
- d) That the study of German as a second language option be commenced in either Grades VII, VIII, or IX, and that the emphasis be on the oral aspects of the language in Grades VII and VIII.
- e) That if a third language is taken, it should not be commenced before Grade IX.
- f) That the Latin option should not be offered before Grade IX.
- g) That, in view of the present experimental nature of the Ukrainian programme, the Ukrainian option commencing at the Grade IX level be continued as under the present arrangements for the time being.

The Seminar in its deliberations took note of the work currently being carried out by sub-committees in the second language field, and made the following general recommendations:

- 1) That, in as much as the paramount aim in the teaching of a modern second language should be the development of oral fluency within the limits of the pupil's experience, the audio-lingual approach be emphasized to promote the development of conversational skills.
- 2) That a second language programme be so structured as to be sequential and continuous from its inception.

APPENDIX D:

Enclosed - French for Elementary Grades, Curriculum Branch
Department of Education, Manitoba, 1964.

APPENDIX E:

Report of The University Entrance Course Seminar, 22 July - 2 August 1963 pp 12, 13.

MODERN LANGUAGES AND LATIN

The following recommendations are offered for Modern Language sub-committees:

- a) That there be substantially greater requirements in the use of oral language;
- b) That the traditional emphasis on literature be modified to allow greater emphasis on the development of the ability to read with facility contemporary literature such as newspapers, modern novels and periodicals;
- c) That the amount of time devoted to formal translation be minimized and that more emphasis be given to "free translation" or rapid comprehension;
- d) That the second language be introduced earlier than Grade IX;
- e) That the study of the second language be sequential from Grade IX: that a third language, if desired, be sequential at least from Grade X;
- f) That full consideration be given to the understanding and use of all audio-visual techniques;
- g) That a programme of pre-service and in-service training for language teachers be instituted which will provide the knowledge, skills and techniques essential for modern language instruction.

As the Latin programme has been under revision for two years, no specific recommendations re content are included here. However, the Seminar expressed its continuing interest in and encouragement of the teaching of Latin in Manitoba Schools.

It is recommended that in Grade XII students planning to go into the Arts Section of the University Faculty of Arts and Science be permitted to take Latin in lieu of Mathematics as an entrance requirement.

APPENDIX F:

OBJECTIVES IN TEACHING FRENCH

1. Elementary School

1. To take advantage of the ease with which elementary school pupils learn by imitation to speak a second language.
2. To develop comprehension of everyday spoken French.
3. To develop oral fluency in French as a second language, through: a) knowledge of everyday vocabulary and common speech patterns. b) mastery of pronunciation, intonation, accentuation, and rhythm.
4. To develop in the upper elementary grades the ability to read French for comprehension of ideas and for oral practice.
5. To develop in the final year of the elementary programme the ability to write French.
6. To lay the foundation for the oral presentation of later work in French.
7. To establish an attitude favorable for the further study of French.
8. To encourage a favorable attitude toward people who speak a language other than English.

French for Elementary Grades, 1964, p.5

II. Junior High School

The development of:

The development of:

- a) Ability to read with comprehension simple French prose.
- b) Ability to speak correctly simple French.
- c) Ability to understand very simple French speech.
- d) A knowledge of simple important grammatical principles
- d) An interest in French Canada and the French nation, an interest in the history and institutions of French Canada and France, an interest in the life and characteristics of their people leading to an understanding of their contributions, past and present, to civilization.

French, German, Latin, Grades VII - IX, p. 3

III. University Entrance Senior High School

The University Entrance programme in French is designed to develop in the student an ability to read and understand simple French reading materials; to understand simple French spoken slowly; to express themselves with some facility in simple French, both in speech and in writing; and to arouse interest in France and the ways of her people, and in French Canada with her cultural tradition.

In order to develop to the point of enjoyment an ability to read in French, an abundance of reading material of suitable difficulty should always be available. The reading programmes for each grade are made up as follows: Intensive Reading--to be read and studied for exact translation in class; Extensive Reading--for supervised silent reading done for comprehension and not with a view to translation into English: (This part of the reading programme should also be used as the basis for composition work, class discussion, oral work, dictation, etc.) and Supplementary Reading to be read out of class. (A sufficient supply from the recommended lists of reference and and supplementary reading should always be on hand).

The teacher must speak French in the classroom as much and as often as the time allotted allows. Phonograph records based on "Cours Moyen" are available in the Text Book Bureau.

The prescribed text determines to a large extent the programme for written work. The teacher must assume the responsibility for devising means of giving students some oral practice in the classroom, e.g., oral compositions, games, plays, listening and working over school French broadcasts, etc.

The texts prescribed for each grade provide materials that, when supplemented from the teacher's own experience, will help the well-directed student to gain some knowledge of the civilization and culture of the peoples who speak the language he is learning. In the higher grades particularly, the reading texts will serve as an excellent source of information of the geography, history and customs both of France and of French Canada. At these grades such knowledge is tested in the examinations.

Programme of Studies for the Schools of Manitoba, Senior High Schools, 1963, pp. 69, 73.

IV. General Course, Senior High Schools

Why French? French is a living Canadian language. French is a major world language. French is a necessity in many occupations, an asset in many others. French is the key to a rich culture.

Why French? French has 'personal' values of communication: for example - communication person-to-person for both social and business purposes - comprehension and appreciation of the spoken word of news, radio, entertainment, discussion- comprehension and appreciation of the written language newspapers, periodicals, scientific and technical works, literature.

Why French? "There is need in this shrinking world for better communication at all levels from individual to international. Our two Canadian languages are those most widely used for international communication; our bi-cultural heritage thus constitutes both opportunity and obligation for the literate Canadian." (Programme of Studies). Co-operation on both national and international levels begins with communication and is rooted in sympathetic understanding. The study of French then has a natural place in a Canadian educational program. The new experience, the new medium of communication leads to

APPENDIX F: continued

understanding and acceptance of the thought and speech of our French-speaking fellow-Canadians, many of them fellow-Manitobans, and of the vast international French-speaking community of some eighty millions of people.

The primary objective of the student of General Course French then is to learn the French language, to acquire the materials and tools with which he may build a foundation for understanding and making himself understood. Man speaks to be heard. His success in communication depends upon his skill in using language. The teacher builds upon this desire to learn, to advance from mastery of basic speech patterns to conversation and communication. The student learns for use: he learns by doing.

French 101, 201, 301 (Mineographed, no date), p. 3.

REPORT ON SECOND-LANGUAGE TEACHING IN THE SASKATCHEWAN SCHOOLS

Prepared by Lionel Orlikow
November 22, 1965.

I. INTRODUCTION

"In the Prairie Provinces especially, the term minority is more likely to conjure the image of Germans or Ukrainians than French Canadians." (1)

"Insofar as cultural awareness is involved, Saskatoon is multi-cultural rather than bicultural. In this, it is typical of the Prairie region and it was precisely on this subject that Premier Lesage was treading on delicate ground." (2)

Various officials within the Department of Education and local superintendencies in Saskatchewan stress this quoted multilingual concern in the curriculum. "French should not receive any legal or moral claims for special treatment. Rather, parity among various languages of minorities must be preserved". The official commencement of study of languages is similar - viz. grade nine for German, Ukrainian, French and Latin. Proposed curricular revision will see at least the former three introduced in grade seven. All four foreign languages are offered through the Correspondence branch; a real boon for those students in schools too small to have much diversification.

This articulated orientation towards language study is an anomaly in Canada. Generally no overall viewpoint is presented. The patchwork product in second languages stems from a variety of roots - the writings of Wilder Penfield, the lead of Foreign Language Elementary School in the United States, a

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1. Frank Howard, "Lesage Message Fails to Reach Westerners", The Globe and Mail, September 25, 1965.
 2. Patrick O'Dwyer, "Test Run on the Prairies", Ibid.

desire to "toughen" the overall curricula, a reaction against the formalism of translation-grammatical studies, and the growing availability of attractive audio-lingual courses. The usual pattern across Canada finds one second language, French, stressed in the vast majority of efforts. The reasons are legion: a vague desire to attain strong French-English relations, the location of Francophiles in certain critical positions, a traditional domination of numbers in total language enrollments, a near monopoly in teacher training courses, a wider availability of such teaching aids as films.

These national pressures overwhelm the official position of the Department and shatter the multilingual stereotype of Saskatchewan. Since 1961 only French has risen by a marked degree in the provincial total enrollments - French swelled by eleven percent, while Latin and German dropped by nearly one-half to two and three percent respectively. Ukrainian clung to a bare one point five percent.

A fundamental reason for the triumph of the one in becoming the second language and relegating others to a third-rate status lies in some of the local politics of education. First, no active pressure groups corresponding to the Manitoba Mennonite Education Association exist in Saskatchewan to press for German studies; geographical dispersion restricts even infrequent opportunities for Ukrainian teachers to meet. Second, there is a strong desire to cater to the English-

speaking minority in each school. Even where students of Ukrainian background predominate, only French is offered. That language is regarded as the lowest common denominator in a diversity of groups. (3) The offering of French is not a tribute to French-Canada or the French-speaking people in the province - it is a subject of study for "cultural value" found in all secondary schools of the province. Therefore, the transient pupil is not handicapped in not being able to carry on with German or Ukrainian in another school. Third, translation of the broad objectives on language set by Departmental officials is not carried over to local administrators. In part this might be due to a paucity of former language teachers now in administrative positions - popular mythology in Saskatchewan gives the nod to those of science, mathematics and physical education backgrounds. Furthermore, the training of many educational "leaders" does not lend itself to any broad view of curricula -

"In Canada .. preoccupation with methods and school subject matter in faculties of education and teachers' colleges on the one hand and with immediate, practical affairs of supervision, administration and inspection on the other, seem of push aside any adequate attention to a philosophy of education." (4)

3. "That Ukrainian, if offered in any school, must not replace another language option, if such is being taught. (For instance if there are ten Ukrainian and four non-Ukrainian students in a grade and the latter have been taking French, the teacher must not discontinue the offering of French in order to introduce Ukrainian. Minority rights must be respected." Department of Education, Memorandum Re the Introduction of Ukrainian in Saskatchewan High Schools (Regina: mimeographed, 1955).

4. Andrew F. Skinner, "Philosophy of Education in Canada: Some Impressions and Comparative Comments", Canadian Education and Research Digest, December, 1963, pp. 251 -

Another important theme in second language offerings is illustrated in the Saskatchewan setting. Frequently across Canada the researcher was advised that a major prohibition against offering more than one modern language arose from the small size of schools. The enrollment figures cited as basic minima ranged from 500 to 1,200. Conant's study of the American high school emphasized the former figure as the bare necessity for providing comprehensive course offerings, economical class size, specialist services and subject matter specialization by teachers. (5) On the other hand, research by Barker raised some questions about the purported advantages of large size. Although larger size was supposed to mean greater variety of offerings, "midwestern schools differing in enrollment by 100%, had only 17% median differences in instructional variety. Increasing school size would appear to be a relatively ineffective means of achieving richness and variety". (6)

The high school at Blaine Lake, Saskatchewan provides a startling example of Barker's thesis in showing what a small organization can accomplish in language studies.

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5. J.B. Conant, The American High School Today, (New York: McGraw-Hill Book Company, Inc., 1959).
 6. Roger C. Barker, Big School - Small School (Lawrence: Midwest Psychological Field Station, University of Kansas, 1963), p. 223.

Three four-year offerings, French, Ukrainian, Russian, are provided commencing in grade nine, although the school enrollment is only 160. (7) A number of administrative hurdles that hamper language studies in small rural high schools have been overcome - extra teachers have been hired to provide extra subjects and teach smaller classes than is normal; attractive working conditions encourage long tenure among degree teachers. Funds have been set aside by the school board to establish a language laboratory - one will be built when a skilled teacher is hired. Kamsack provides a closer approximation of the usual depressing picture of rural education. Although the two communities are in opposite areas of the province, both exhibit certain similarities: dominated by farming, small centres, large numbers of Ukrainians and Doukhobors. Only French is offered in the secondary school at Kamsack. The board announced that no qualified teachers are available to teach German, Russian, or Ukrainian. The real basis for refusal stems from their fear that to grant one means to grant all. Furthermore, a number in the Ukrainian community know that their children would "waste" their time in completing Ukrainian studies, since that language is not recognized for matriculation at the University of Manitoba. Kamsack has postponed adding to

7. Language Enrollments, 1964-65:

| | 9 | 10 | 11 | 12 |
|-----------|----|----|----|----|
| Russian | X | X | 7 | 6 |
| French | 21 | 20 | 21 | 15 |
| Ukrainian | 13 | 8 | 8 | 12 |

Russian, grade nine, commenced September 1965.

its language programme; Blaine Lake provides a more comprehensive offering than any other high school in Saskatchewan.

Further important - but hazy - determinants of language programmes are seen in two other areas. The first is the interpretation of regulations. French titles produced by the National Film Board are not used in a number of school divisions. The superintendents maintain that to do so would violate the School Act, Section

"203. (1) English shall be the sole language of instruction in all schools, and no language other than English shall be taught during school hours".

French is a subject of study, not a living language to be practised in a variety of settings. Section 203 continues to provide for one hour of study each day to pupils desiring a deeper background. Second, the University of Saskatchewan and Department of Education have been seen as proponents of a science orientation. Language studies are of secondary importance.

A natural jump in language enrollments in Saskatchewan will occur with the extension of the division plan into grade seven. The curriculum is divided into four divisions, each three years in length. September, 1965

saw the establishment of Division II, grades four, five and six. Hopefully this breaking up of the normal grade system will lead to a greater flexibility for the pupil. A bloc could be completed in two years by the bright student and four by the slower one. In the words of a major exponent:

"Learners of widely differing capacities and attainments proceed at varying rates of speed along curricular threads running the entire length of the school's program. Learning now becomes a longitudinal or developmental process, each child proceeding irregularly, but never according to the prearranged stop-and-go of grade barriers." (8)

In the long-run the Division plan could facilitate a more effective attainment of skills in linguistic studies. For the short-run Saskatchewan language studies will push into grades seven and eight. The traditional provincial school organization has placed these two grades in the elementary school - Division III will draw them into the secondary and include language studies. At present there are only three junior high schools in the province.

Separate schools were visited in Regina and Saskatoon. These tax-supported and grant-aided systems recently received funds for senior high grades. (9) Concentration of separate schools in three provincial centres means that most students of a French-speaking background attend public schools in

8. John I. Goodlad and Robert H. Anderson, The Nongraded Elementary School (New York: Harcourt, Brace & World, Inc., 1963), p. 223. Remember the rigidity of the former system will not be overcome for some time in Saskatchewan.

9. Appendix A.

Saskatchewan. No visits were paid to schools offering the course designed by the Association Culturelle Franco-Canadienne (A.C.F.C. French). Some such situations could have proven interesting since one-quarter of the teachers of French in Saskatchewan teach both the A.C.F.C. French and the French for English-speaking.

II. THE LANGUAGE SITUATION

Five languages are offered in the secondary schools of Saskatchewan - French, Latin, German, Ukrainian, and Russian. The last has a two year sequence commencing in grade eleven; the others follow a four-year plan. By 1967 grade seven through twelve sequences will be offered.

Language study is optional. Literature, composition and social studies are compulsory in the senior grades. When the average student selects at least one of the two sciences, two mathematics, health and physical education, the opportunity to range in the language field is limited. Generally French is studied, others are regarded as third languages and frequently taken as extra subjects. Most faculties require at least one second language for entrance - the Bachelor of Education is a notable exception with none. While it is possible for a grade twelve student entering Arts to have three languages (one would be Latin), this combination is singular. The language option is compulsory in first year college - 1,300 enrolled in French; the next year is voluntary - 200. Theoretically it is possible for commercial and vocational students to select a modern language; the heavy technical emphasis of these courses prohibits dallying with a "frill" subject. One high school in Regina did try out a non-matriculation French option - few students were interested in it.

The relative strength of French has been consolidated in enrollments since 1961. (10) Although the number of examination papers written in French at the grade twelve departmentals has risen by 11 per cent, the other languages have suffered declines. Latin and German have dropped by nearly one-half; Ukrainian, despite an extension in official status, has made only slight gains.

As is the case in most provinces, enrollment figures are crude approximations. Generally the researcher took the number of papers written in grade twelve composition as the base, and compiled percentages for each language. The product is not perfect. Sometimes grade eleven pupils write the Departmental paper one year ahead of schedule. For example, one high school in Saskatchewan accelerates Latin studies in order to provide grade twelve students with time to take an extra science. Smaller high schools frequently combine two grades in one class when there are small enrollments. A more serious alteration occurs in the position of the third languages. Many pupils commence study of one in combination with French; however, after one or two years they switch to a single language option.

Most high schools schedule four periods of forty minutes for each secondary school language option. This abbreviated time is whittled down in some recent innovations in scheduling by which the school operates on six and seven day cycles. Four periods are retained, but over a longer period of time.

LANGUAGE ENROLLMENTS

Number of Grade XII examination papers written in June of each year:

| SUBJECT | 1961 | 1962 | 1963 | 1964 | 1965 |
|-------------|--------------|-------------|-------------|-------------|--------------|
| Composition | 7918 | 8407 | 8719 | 9666 | 11,404 |
| French | 4493 (56.7)* | 5148 (61.2) | 5513 (63.2) | 6486 (67.1) | 7,722 (67.7) |
| Latin | 270 (3.4) | 235 (2.8) | 290 (3.3) | 271 (2.8) | 229 (2.0) |
| German | 452 (5.7) | 394 (4.7) | 416 (4.8) | 427 (4.4) | 343 (3.0) |
| Ukrainian | 101 (1.3) | 109 (1.3) | 113 (1.3) | 150 (1.6) | 174 (1.5) |
| Russian | nil | nil | nil | nil | nil |

* Percentages compiled on basis of composition

TABLE I

1. Russian Studies:

The study of Russian has almost died out in Saskatchewan schools. The two-year course commenced in 1962-63 and never has claimed many adherents. Some students have found the heavy academic load too much to consider carrying an additional subject. Most schools could not offer Russian within the regular school day. Classes were organized in Regina and Saskatoon after school and on Saturday mornings. Although students came from the whole systems, few of the select managed to run the gauntlet by spring. One system started with fifteen pupils and wound up with three at the end of 1964-65; the other had two signing up for the second year of the course. Most districts hesitate to introduce Russian. It is "uneconomical" to introduce a subject with an extremely low teacher-pupil ratio in one grade - particularly when many drop out before the course sequence can be completed.

The only significant activity in Russian continues in Blaine Lake. Much of the impetus for the subject's provincial adoption came from that community. Local Doukhobors had been reluctant to push for Russian studies since many outsiders might have identified that subject with ethnic pressure. An extremely fortunate accident presented itself in the hiring of a teacher of French also fluent in Russian. This gentleman

had served in the R.A.F. as an interpreter. He provided the incident necessary for obtaining permission from the Department of Education. Certain university professors supported the introduction of Russian in other communities.

Blaine Lake is extending its Russian programme into the ninth grade. A.L.M. materials form the core of this course, 1965-66. More students are interested in commencing study of this language at an earlier period rather than leaving it until later. Russian is pursued as a third language with French as the second.

2. The State of Ukrainian:

Ukrainian is passing out of the stage of facing administrative slights. The Correspondence Branch for the first time will offer a complete sequence through grade twelve in 1965-66. School Boards no longer have to request permission from the Department of Education to introduce Ukrainian. Previously, prospective schools had to assure the Department that Ukrainian would not replace the language option in French since there was a possibility that enrollments in Ukrainian would fall. Thus, Ukrainian has moved through several stages: 1947, introduction as a high school subject on a permissive basis; a gradual whittling away of the conditions limiting its introduction; 1965-66, full parity with the other languages.

An important support throughout this history has been the Slavic Department at the University of Saskatchewan. Its strength has been such that the University accepted Ukrainian as a language requirement before the Department accorded it recognition as a subject.

Equality is not complete. Certain minor but offensive irritations continue. The College of Education does not recognize a student majoring in Ukrainian; candidates for the master of arts' degree cannot employ Ukrainian for the language examination. A number of superintendents and principals do not regard Ukrainian as an acceptable language option and set up a series of impedimenta to its adoption in a school - timetable complications, absence of a qualified teacher, insufficient demand in the community - all to discourage adoption.

The inequality is magnified by the inferiority complex felt by a number in the Ukrainian community. A heritage of years when their parents were labelled as "second class citizens" because of poor English contributes to a refusal to permit any second language in early grades. This unarticulated desire to escape the past springs forth in a refusal to grant Ukrainian studies by school boards predominantly Ukrainian in background. A recent explosive case occurred in the Saskatoon Separate School System where the

group fighting against the establishment of Association French is led by a number of Ukrainians. Their opposition is based upon not losing time for regular fundamentals by adding an unnecessary language - not so much on an anti-French spirit. (11)

Enrollments have grown steadily. Yet, only sixteen schools offered the language in 1964-65, virtually all rural centres in the north-central part of the province. (12) The nucleus has remained about St. Joseph's College, Yorkton. The original programme of studies was drafted at that institution, and an ad hoc committee on Ukrainian in the Department of Education continues to draw upon that centre. The absence of Ukrainian ghettos in Regina and Saskatoon hampers the concentration of potential Ukrainian students in high schools.

The only major experiment in Ukrainian in Saskatchewan occurs in Canora thirty miles north of Yorkton. Permission has been received by the consolidated school in this heavily Ukrainian-populated community to introduce

11. A strike was called in the spring of 1965 by certain parents who desired an hour daily for Association French - they believed that the School Board had ignored their requests. September saw some classes in one school set aside for such study. The Minister of Education that same month appointed a special committee on French (to French-speaking) in the province. No report of any activity by the committee was reported by November.

12. Table two. Note the decline in numbers from grade nine through grade twelve. Two-thirds drop out in 1964-65.

Table Two

(a) Total Enrollment in Ukrainian by years: Only verified figures are included in this summary.

| Year | Grade | IX | X | XI | XII | Total IX-XII |
|------|-------|-----|-----|-----|-----|-----------------|
| 1956 | | | | 93 | 68 | |
| 1957 | | | | 112 | 78 | |
| 1958 | | | | 130 | 88 | |
| 1959 | | | | 124 | 113 | 531 |
| 1960 | | | | 126 | 101 | |
| 1961 | | | | 122 | 101 | 620 |
| 1962 | | 270 | 192 | 130 | 102 | 694 |
| 1963 | | 349 | 241 | 189 | 114 | 893 |
| 1964 | | 426 | 277 | 217 | 154 | 1074 |
| 1965 | | 464 | 318 | 219 | 170 | 1171 |

(b) Enrollment: High School Ukrainian 1964-65

| Centre | Grade | IX | X | XI | XII | Total |
|--|-------|-----|-----|-----|-----|-------|
| Alvena | | 11 | 21 | 9 | 5 | 46 |
| Arran | | 18 | 12 | 11 | 2 | 43 |
| Blaine Lake | | 13 | 8 | 8 | 13 | 42 |
| Canora | | 73 | 30 | 20 | 18 | 141 |
| Foam Lake | | 42 | 19 | | 15 | 76 |
| Goodeve | | 10 | 15 | 7 | 6 | 38 |
| Hafford | | 20 | 18 | 20 | 12 | 70 |
| Ituna | | 36 | 33 | 20 | 19 | 108 |
| Regina - Central Collegiate | 13 | | 4 | | | 17 |
| Saskatoon - Technical Collegiate | | 12 | 8 | 6 | 8 | 34 |
| Sheptytsky Institute | | 50 | 12 | 10 | 8 | 80 |
| Sturgis | | 37 | 31 | 34 | 20 | 122 |
| Wakaw | | 10 | 16 | | | 26 |
| Wishart | | 14 | 15 | 6 | 5 | 40 |
| Wynyard | | 12 | 12 | 13 | | 37 |
| Yorkton - Sacred Heart | | 16 | 23 | 20 | 12 | 71 |
| St. Joseph's | | 23 | 18 | 24 | 27 | 92 |
| Government Correspondence School | | 54 | 23 | 11 | | 88 |
| <u>Total:</u> | | 464 | 318 | 219 | 170 | 1171 |

Ukrainian studies in the seventh grade. This will lead through grade nine by 1967. Reliance is heavily upon an aural-oral approach; students are assumed not to be fluent in the language. Indeed Canora teachers have found too many errors among those who learn the language outside school. A student with a proper grounding in the language can be accelerated a grade or two ahead of his contemporaries - an exception to the usual lock-step arrangements. All students have to experience two and one-half years of modern language study in grades seven and eight. Until 1965-66, French was the only one offered. Now Ukrainian provides an alternative for over half those enrolled. This pattern might upset the existing language figures in the senior grades in favour of Ukrainian. At present in grade twelve the Canora school divides between those taking French alone and those in Ukrainian as the language option.

There is no problem in obtaining teachers fluent in the language. Ukrainian I must be possessed for teaching grades nine and ten; Ukrainian II for grades eleven and twelve. (13) All are native Ukrainians. An unexamined rumor maintains that an Irishman is teaching Ukrainian somewhere

13. No such standard is set for teaching any other language. To teach French to English-speaking pupils, for example, the teacher need only have a minimum of high-school French.

in Saskatchewan. Teachers of Ukrainian from Canora meet once a year for a Saturday conference to discuss and hear speakers on topics of mutual interest. This group is not affiliated with the Saskatchewan Teachers' Federation. This annual conclave provides the only in-service activity. No course in methodology is offered at the University.

Lack of materials does handicap the course. A few records and periodicals are available to persons with initiative. Some teachers of Ukrainian talk of meeting with like-minded souls in Alberta and Manitoba to pool materials and thereby cut costs. No major curricular revision for the province is contemplated at present. (14)

3. German and Latin:

German is classified with Latin as a "dead" language. No evidence was found of any interest in an aural-oral emphasis. Pressure to extend German down to grade seven has not been too noticeable. The language is identified with the Mennonites in the province; however, their position is much different than in Manitoba. The community is dispersed throughout the province, not concentrated in ethnic blocs.

14. Appendix B. The original outline is still in force, ten years later.

The growth of centralized schools introduced students and teachers who were non-Mennonites and ended the period when German could easily be taught in the one-room school. Many children of the second and third generation do not have community reinforcement in learning German. As a consequence the atmosphere at Rosthern Junior College towards the study of German is much different from that observed in Gretna, Manitoba. Their objective of teaching German is for its own sake - not to mix in other issues such as religion and the cultural heritage of the Mennonites. The College also offers instruction in French as an alternative to German.

Latin remains in a few schools in the province. The major support comes from Saskatoon-Regina and a few private schools. Attendance has been slowly declining.

4. Activity in French:

The major interest of the Department of Education is the production of language courses in the seven through twelve sequence. As mentioned previously, one school is developing materials in Ukrainian for grades eight and seven.

Most ferment in second language experimentation occurs in the field of French for English-speaking pupils. A questionnaire sent to principals by the Saskatchewan Teachers' Federation on the teaching of French revealed a host of different materials in use - Audio-Lingual Materials, 40 schools; Bradford, 12; Encyclopedia Britannica Films, 5;

Ecouter et Parler, 24; Direct Method, 35; and "other", 171.

(15) The latter category includes the Departmental course, no set programme and various adaptations by the teacher. In sum, much effort has gone into departing from the traditional grammar-translation emphasis.

This study only met representatives from the four urban school systems. Unfortunately a number of developments in rural Saskatchewan were not scouted. One that could have proven interesting is the attempt in the separate school in Laflèche to teach oral French in grades one through six. A general desire to attain fluency led to a course based on the Bradford series. However, one excuse for this omission springs from the doubtful quality of many rural ventures.

Four elementary school French programmes in the two major cities illustrate the dissimilarity in experiences.

a) There is some debate about continuing the oral French programme in the Regina Public Schools. French is treated as an exploratory area in grades seven and eight. Creative writing and science laboratory work are two other options. Students volunteer for two hour classes on Friday afternoons in order to experience new academic areas. The

15. Appendix C. Saskatchewan Teachers' Federation, Questionnaire Concerning the Teaching of French in Saskatchewan Schools (Saskatoon: mimeographed, 1965), p. 3.

administration has not seen any academic advantage in the senior high grades held by the products of the course. Difficulty in finding qualified teachers and a lack of demand from the community to extend the programme both contribute to a lack of support for continuation.

b.) The Separate System in the same city provides French in the same two grades and will provide "equality of status" to Ukrainian and German within the next two years. Still an optional course for enrichment purposes, the offering will be extended to other students with less than a B average. The A.C.F.C. materials are modified for the English-speaking pupils. Although the content does not match the maturity level of the pupils, the administration has not found any other satisfactory programmes. The system's major problem revolves about hiring teachers with satisfactory fluency. The superintendent finds many with a French-speaking background, but he feels that they are handicapped by noticeable accents in English and French.

c.) The association of University wives and a few Home and School Associations prompted the organization of oral French in The Saskatoon Public System. Certain schools in the system provide one hour of instruction weekly - either twice thirty or thrice twenty minutes. Considerable expense has gone into the purchase of materials. Sixty films of

Parlons Français are employed by several itinerant bilingual teachers. The series was borrowed from the publisher for the first year, 1964-65, and purchased the second at \$5,200. They are circulated through the schools. The project still is considered a trial project since there are staff members who are not convinced of its worth. Much opposition stems from senior high school teachers of French. Two major arguments are employed by them - the general teaching shortage in French means that less than fully qualified elementary teachers are employed, with a consequent poor foundation for students; the absence of a system-wide programme produces a wide variety of backgrounds in French among students entering high school. An initial attempt by some parents to introduce German collapsed.

d) The most ambitious project - at least numerically - occurred in 1964-65 with the Saskatoon Separate School provision of French for all fourth grade classrooms. An extra grade will be added each year. No difficulties are seen in expansion - indeed, one official commented that oral French is "one of the most successful projects in any curriculum area". No problem is seen in recruiting teachers. All are bilingual (French-speaking home background). On some occasions teachers exchange classes, or on others an itinerant teacher meets classes. There is a possibility that some departmentalization will be found necessary in the near future. A unique set of materials forms the backbone of the course. Curriculum Guides

in elementary French produced by the Board of Education, Chicago, are adapted for the four times twenty minute sessions. These were brought in after some teachers attended a summer school course at the University of Saskatchewan taught by an instructor regularly employed during the school year in Chicago. (16)

The Division III committee on French is planning an outline for a course encompassing grades seven through nine. Originally the intent had been to offer French as the compulsory language but now "a second language will be started in grade VII as an optional course with emphasis upon the oral aspects of the language". (17) No definite recommendations were made by the fall of 1965 toward the target date of 1967.

Certain guidelines have been agreed upon by the committee. Various programmes are under study - since they all have an audio-lingual basis a daily schedule of classes is desired. Audio-visual aids will be strengthened either through reinforcing such existing sources as the radio series and Audio-Visual Department or by exploring a more radical avenue such as blanket coverage through educational television.

16. An article by this instructor appeared in - Lena L. Lucietto, "French The Audio-Lingual Way", The Saskatchewan Bulletin, February, 1963, pp. 30-32.

17. The Saskatchewan Bulletin Supplement: Division III October, 1965, p. 1.

Means to integrate the Division III French with the programmes existing in the senior high school and the Association classes are under review. Considerable freedom will be allowed qualified teachers to depart from any sets of texts recommended. The list of objectives under compilation reveals a different focus than the existing statement of aims. (18)

The variety of series under study in 1965-66 prohibits any prediction as to which one will be adopted. Several Saskatoon teachers employ Le Français par la Méthode Directe, Robin et Bergeaud. Since the text is extremely brief and dated in format, it will not be adopted. Several of the recent series are now in use in classrooms about the province - Voix et Images, (Chilton), Je Parle Français (Encyclopedia Britannica Films), Ecouter et Parler (Holt, Rinehart and Winstone). These materials have been obtained by the Saskatchewan Teachers' Federation from various publishers and are being tried out in schools. The teachers concerned and visiting superintendents report to the French III committee.

III. TEACHING OF LANGUAGES

The teaching of languages must be examined in light of the total teaching situation in Saskatchewan. Twenty per cent of the total high school staff is unqualified - i.e. does not reach minimum certification requirements - in the 1965-66 school year. These teachers possess neither teacher training nor academic courses above the subject that they teach. A major cause of this frightening state has been the history of the province as a training ground for neighbouring provincial school systems. Among migrated teachers in the various provinces Saskatchewan is the leading province for original certificates. (19) Two anecdotes on the shortage of French teachers underline the problem. One superintendent in late August begged "Send me a body as long as it is warm." A small high school in southern Saskatchewan had not found a teacher of French by June of 1965. The principal placed four slips of paper in a hat - each represented one year of study, grades nine, ten, eleven and twelve. Four junior teachers on staff "volunteered" to select one slip.

Some relief is seen in the growth of methodology courses at the two branches of the University of Saskatchewan. First, Education 441, a methods course in French has been

19. Dominion Bureau of Statistics, Salaries and Qualifications of Teachers in Public Elementary and Secondary Schools (Ottawa: Queen's Printer, 1963), p. 89. The leading three: Saskatchewan, 2,832; Manitoba, 913; Alberta 879. One defensive measure - applicants to the French methods course, Education 441, must sign an agreement to teach in the province on completion of studies.

offered in Saskatoon in winter as well as summer terms since 1964. Although no more than high school French is required to teach the subject, more teachers are completing French 102 and 202, which are prerequisites for Education 441. About two dozen were enrolled in each session. Second, an intensive summer course in Voix et Images commenced in the summer of 1965; the first and second degree of the programme will be offered in 1966. Twenty students per class are drawn from teachers completing the Bachelor of Education degree. Third, a methods course has been introduced at the Regina campus for the first time. Fourth, many future teachers of French possibly continue to hold only the compulsory requirement of first year French. One faculty member estimated that one-quarter of that class possess a modicum of simple spoken French. Fifth, one member at the Saskatoon campus has been granted unusual responsibilities to stimulate French training. A joint appointment in the French department and School of Education permits her a wider perspective than is customary. She is encouraging a number of informal social gatherings to provide university and school teachers opportunities to meet.

The numbers cited in the various methods courses do not correspond to those who will enter the teaching of French. Five case studies drawn from members in a Regina methods course illustrate the issue. Teacher A - will teach in a twelve classroom school; has no teaching experience; a native of France;

faces French and other subjects in grades nine through twelve. Teacher B - has four university courses in French; will teach in a five room high school; only one class of French on his timetable since his principal prefers to teach that subject. Teacher C - married female; a regular substitute in schools; rarely teaches French. Teacher D - graduate of courses in Gravelbourg and University of Ottawa Teachers' College; English-speaking in home background, married to a French-Canadian; only English spoken at home; will not teach until family is raised. Teacher E - male; has not studied any French for seven years; was unsure of teaching assignment in the fall.

A growing number of school boards are encouraging staff training in certain critical fields. Occasionally one bursary of \$3,000.00 is offered for an academic year and five \$200.00 grants for summer study.

There are few opportunities for English-speaking teachers to speak French outside of school hours. A few teachers in Saskatoon attend Le Coin Français, a group composed primarily of university students. Although L'Alliance Française in Regina has furnished \$200-\$250 bursaries to send teachers to Laval and St. Pierre-Miquelon, few teachers attend its regular meetings. This group also has pressed successfully for the inclusion of some 500 titles in French for the public library of that city. The only in-service training comes from annual one-to-three-day workshops called by the inspectors.

Time is set aside for subject matter groups to discuss problems of mutual concern or to hear consultants speaking on a variety of topics.

Three attempts were registered in seeking to draw upon the resources of Quebec to relieve the teaching shortage in French. The provincial Department of Education several years ago announced its willingness to pay the rail fare of any Saskatchewan teacher accepted for a teaching position in Quebec for a period of one year. Despite interest from some teachers, no response came from Quebec. Two years of effort were spent by the Regina Separate System to effect an exchange with the Montreal School Commission. The local superintendent paid a visit to the Montreal administration to iron out any snags. Unfortunately no Montreal teacher appeared ready to come west. Religion was not the problem. A third venture has been a migration of French-speaking Saskatchewan girls to Quebec for further training. Unfortunately many marry and do not return to their home province.

There is no supervision of French, per se, in the province. The Department of Education has attempted for the past year to find a provincial supervisor for French for both English- and French-speaking classes. No supervisor of languages is employed in any school system. Inspectors review all subjects. There are a few department chairmen in the large cities.

Much of the current impetus for change in teaching French to English-speaking pupils comes from the Saskatchewan Teachers' Federation. The provincial executive established an advisory committee on the teaching of French several years ago. This group has undertaken a number of interesting projects: an investigation was made of the various programmes in use in the province; a comparative study of different materials has been underway since 1963; resolutions on curriculum have been forwarded to the Department of Education. To a degree this group has seized the initiative from the Department. For example, requests are made to various publishers for materials to try out; a school tries a set for a year, then another receives it; teachers, principals, and other interested personnel report back to the S.T.F. committee.

A more broadly based group of teachers was established in September, 1964. The Saskatchewan Association of Teachers of French is divided into two sections: Section I has a long history as Association French, French as a first language; Section II, recently organized, is directed towards French as a second language. Members can belong to both sections. Little activity has been recorded since the organization meeting. A two or three day convention is contemplated for the 1966 Easter holidays. The major activity has revolved about publication of a Newsletter (20) focusing upon general administrative matters and advice on techniques. A major difficulty has been the herculean task in attracting members

to Section II. Most rural teachers of French are not specialists since they teach a variety of subjects - these individuals are difficult to contact. Membership consequently centres about a hard core in Saskatoon. No other language group is affiliated with the Saskatchewan Teachers' Federation.

Such teaching problems as the lack of a curriculum guide, texts not suitable for the grade level, too high enrollments, lack of training in methodology, absence of supervision and guidance, no in-service training, inadequate instructional materials, and lack of pupils' interest, have been noted in a S.T.F. questionnaire. (21)

The important administrative issue of accreditation now being wrestled out in Saskatchewan has relevance for other provinces. (22) Certain Saskatoon teachers of French are teaching a programme emphasizing development of certain aural-oral skills. The first products entered grade twelve in the fall of 1965. At the completion of the school year this experimental group will be compared on certain criteria to a control group from the standard university entrance course. The question of examining the experimental students is an immediate problem - and perhaps a growing one if both aural and oral aspects are tested. The Saskatchewan solution does

21. Saskatchewan Teachers' Federation, Questionnaire.....

22. For example, the large variations in levels of preparation requirements for permanent certification, the credentials of validity are noted in Donald Roy Cameron, Teacher Certification in Canada (Ottawa: Canadian Teachers' Federation, Research Division, November 1960). A recent follow-up to Cameron's study appears in Tom Parker, "Teacher Education, Certification and Licensing in Canada", The O.E.C.T.A. Review, October 1965, pp. 71-74.

not lie with elaborate mechanisms utilizing such instruments as the tape recorder - rather concentration has been placed upon the responsibility for the final grade being given to the classroom teacher alone. Spring of 1966 will see all teachers of the experimental programme receive such powers - a remarkable breakthrough in the traditional dominance of the centrally set examination. A more rigorous basis for accreditation has been recommended by the Advisory Committee on the Teaching of French:

- "1) should have a professional certificate.
- 2) should have a major in French or its equivalent. Example: A person who, having graduated from a French language University, has taken a certain number of courses in French equivalent to the number required for a major.
- 3) should be fluent in the language.
- 4) should have a basic background in the teaching of French.
- 5) must have two years of experience.
- 6) the teacher is accredited only for the teaching of French." (23)

Further hurdles must be met before such recommendations are adopted. One such is the inter-Departmental conflict between the Curriculum and Examination branches. Another is the pattern established for training. For example, to teach the "new" physics, Physical Sciences Study Committee or P.S.S.C., teachers must attend a summer course designed specifically for prospective teachers of that approach. Hence, even teachers with a master's degree in physics cannot teach P.S.S.C. without that one summer course. What might be required for a "new" approach in language?

23. Minutes of the Advisory Committee on the Teaching of French, March 5, 1965. All members but one of the Committee are of French-Canadian background.

IV. TEACHING AIDS

Two services are offered from the Audio-Visual Bureau of the Department of Education. All French vocabularies and reading lessons, grades nine through twelve, are on tape and can be dubbed or loaned. "A good response" has been recorded from the less experienced and less qualified teachers in smaller centres. Only 18 per cent of the schools in the province are known to have tape recorders. (24) A variety of films has been previewed by the Bureau by calling in superintendents, principals and teachers. Usual reaction has been that the commentary is not applicable to the general teaching situation in the province. Consequently only a few titles in films and filmstrips are retained. A print in Ukrainian wore out and was not replaced.

The National Film Board established a film library of French titles at L'Association Culturelle Franco-Canadienne in the fall of 1965. A catalogue of titles is sent to interested teachers. Mainly documentaries, the collection comprises some 200 reels available to English- as well as French-speaking schools. One teacher purchased some discs from France and surprised the students by playing the Beatles. Many students had believed French to be "an outmoded and obsolete language".

24. Annual Report of the Department of Education, 1963-64, p. 23.

School Broadcasts has produced a series of radio programmes in French for some years. Ici - Le Français was directed to grades nine and ten for fifteen minutes every other week; now only the former receives the programme. (25) The original format called for regular lessons with students hearing the right pronunciation; at present a conversational approach attempts to get the listening audience to participate. An aural test will be tried in 1966. A limited audience in German and Ukrainian has precluded any extension past French.

There are three language laboratories in provincial public schools. Each has students attend for one period weekly. Teachers complain of lack of time for preparation. The one in Regina was designed by teachers to have a seating capacity of 35, thereby limiting French classes to that number. The ruse has not worked since extra students are occupied with written work in the laboratory. Blaine Lake has set aside funds to establish a laboratory, but has delayed construction for one year until one staff member is qualified.

Library services in the province are at a low ebb. However, one school in Regina must be noted. A great variety

of French titles resides in this school as the result of several years of lavish spending. The first year saw \$300. spent and \$150 for each of two succeeding years. A wide variety of titles for reference, and leisure-time, were ordered to encourage students to have a taste of extra-curricular reading. Many were purchased in Paris in order to cut costs.

French, German, Latin and Ukrainian are offered through Correspondence Education. (26) Grade twelve Ukrainian was provided for the first time in the fall of 1965. Latin enrollments are gradually rising as more schools discontinue its study. Written assignments form the core of the course - no use of records is contemplated.

26. Correspondence enrollments, 1964-65: French - 796 (58.9%); German - 326 (24.1%); Latin - 139 (10.3%); Ukrainian - 90 (6.7%). Note the heavier percentages registered by the minority languages than is revealed in regular day school figures.

V. CONCLUSION

Despite Departmental encouragement towards parity of second language studies in the curricula, the product is much similar to that experienced in other provinces. French has maintained and strengthened its predominance in enrollments. Local and national factors contribute to this situation. Development of the Division III school organization should solidify the lead of French; however, some stirrings of interest in Ukrainian might permit that subject to retain a minimal position.

A perusal of answers to the questionnaires distributed by the Teachers' Federation suggests a number of qualifications to usual proposals to improve instruction in French. (27) First, how many teachers feel that they need improvement in their language skills? Although most "authorities" in Saskatchewan assess the overall situation outside Regina-Saskatoon as dreadful, self-evaluation by teachers in the field reflects a divergent point of view. Ninety-six rate themselves superior in fluency in French, 200 as good, 177 as minimal, and 26 did not respond. Many would see no benefit in improvement courses. Second, what impact do directives from above in the educational bureaucratic hierarchy have? When teachers were asked to make recommendations for the improvement of teaching French, those measures entailing some measure of centralization scored low. Included in this

group were the construction of a curriculum guide, in-service training, departmental assistance, and integration of grade experiences. Possible direction from above is suspect or ignored. Third, who were the "teachers capable of but not teaching French"? The principals' questionnaire disclosed close to 200 in that category - 125 in schools offering French to English-speaking pupils. A number of explanations are possible - e.g. a surplus of teachers of French in a school, or a minimum training in French but a desire to specialize in another field. The Advisory Committee will investigate this group through another questionnaire. Some members contend that any aural-oral programme demands more physical energy from teachers than do regular academic subjects; heavier work-loads are driving potential teachers of French away from the field.

The curriculum branch of the Department has demonstrated an amazing sensitivity to the desires of various groups interested in language studies. Interest by one community led to the introduction of Russian. The programme of studies for Ukrainian was drawn up by an association of Ukrainian teachers - not official appointments by the Department: - but accepted de facto. A.C.F.C. French, the largest programme in enrollment, is similarly administered in the drawing up of programmes of study, the setting and marking of examinations, and in the provision of materials. (28)

The researcher is confident that if any group desired adoption of other languages - and could show minimal cause - the Department would agree.

The actual nature of a future audio-lingual programme for French is unclear in 1965. A variety of audio-lingual materials is under review. Some exploration will be made of educational television as a teaching medium of French. One interesting footnote concerns the specifying of objectives for any such course. Generally, curriculum builders have a somewhat hazy idea of precisely what they desire - and so, as an afterthought, an objective on French-English relations in Canada usually is added. Few materials and no measurement are planned. The interest of members of the French language Curriculum Committee in reading about recent developments in Quebec augurs well for increased attention to French Canada. (29)

The growth of methodology courses in French at the two branches of the University of Saskatchewan and the activities of the Saskatchewan Association of Teachers of French will strengthen the techniques available to the classroom teacher. However, the constant drain of teachers to other provinces may well forestall the obtention of maximum benefits from any purely provincial efforts. Furthermore, Saskatchewan,

like other "have not" provinces, will continue to have this problem as long as the "have" provinces face serious teaching shortages. Recent dramatic salary hikes in Saskatchewan might stem the flow. (30)

APPENDIX A

Department of Education: C.D. Peters, chief superintendent; H. Janzen, director of curricula; E.F. Holliday, Audio-Visual services; I. Sutherland, correspondence education; M. Murray, school broadcasts; N. Gorchynski, superintendent, Kamsack; P.J. Worobetz, superintendent, Saskatoon East; V. Lalonde, chairman, Division III French Committee.

Teacher Education: Father B. Paris, L.A. Petry, College of Education, University of Saskatchewan, Regina; J. Booth, S. Cipywnyk, College of Education, M. Black, Department of French, University of Saskatchewan, Saskatoon.

Teachers: F. Gathercole, superintendent of public schools, Saskatoon; A. Robb, assistant superintendent of collegiates, Regina; E. Gillespie, superintendent of high schools, Saskatoon; L. Riederer, superintendent of separate schools, Regina; J. Burnett, superintendent of public schools, Regina; principals in Blaine Lake, Canora, Yorkton; W. Podiluk, assistant superintendent of separate schools, Saskatoon; J. Friesen, A. McBeth, Saskatchewan Teachers' Federation; six teachers, Regina, three teachers, Saskatoon.

Others: W. Krueger, Dean, Rosthern Junior College; National Film Board, Saskatoon.

APPENDIX BGOVERNMENT OF SASKATCHEWAN

Department of Education

August 21, 1952.

UKRAINIAN

The following is an experimental outline for the study of Ukrainian in the school years 1952-53 and 1953-54 to be used only in schools designated by the Department of Education. In such schools Ukrainian may be offered in each grade as a credit towards a high school diploma.

- Aims:
1. To learn to understand and to speak Ukrainian.
 2. To learn to read Ukrainian literature.
 3. To develop an understanding and an appreciation of grammatical structure within the Ukrainian language and its application to languages generally.
 4. To develop an understanding and appreciation of Ukrainian culture.

GRADE IX

Time: Five periods per week.

Course Outline

1. Grammar: a study of the introduction and lessons I to XV Ukrainian Grammar. Stechishin (Ukrainian Canadian Committee).

2. Supplementary Reading: Selections from "Third Reader" (Book III) by M. Matvijczuk.
3. Optional: Readings from Our Origin by Brother S. Methodius.

GRADE X

Time: Five periods per week.

Course Outline

1. Grammar: review of the work of Grade IX, and lessons XVI to XXX inclusive of Ukrainian Grammar. Stechishin (Ukrainian Canadian Committee).
2. Authors: selections on pages 1 to 14, 24 to 36, 45 to 51, and 52 to 63 from the book entitled Ukrainian Authors (Ukrainian Canadian Committee).
3. Supplementary Reading: Selections from "Third Reader" (Book III) by M. Matvijczuk.

GRADE XI

Time: Five periods per week.

Course Outline

1. Grammar: review of the work of grade X, and lessons XXXI to XLV inclusive of Ukrainian Grammar, Stechishin (Ukrainian Canadian Committee).
2. Authors: Readings in Ukrainian Authors, C.H. Andrusyshen (Ukrainian Canadian Committee) pages 1 - 28; 50 to 52; 77 to 78, and 82 to 85.
3. Supplementary Reading: selections from "Robzar" (Culture and Education).

GRADE XII

Time: Five periods per week.

Course Outline

1. Grammar: review of the work of grade XI, and lessons XLVI to LX inclusive of Ukrainian Grammar, Stechishin (Ukrainian Canadian Committee).
2. Authors: Readings in Ukrainian Authors, C.H. Andrusyshen (Ukrainian Canadian Committee) pages 29 to 49, 53 to 60, 63 to 77, 79 to 82, and 86 to 88.
3. Supplementary Reading: selections from
 - a) Ukrainian Literature, Manning (Harmon Ptg. House).
 - b) Taras Shevchenko Poems, Manning (Ukrainian National Association, Jersey City, N.J.)
 - c) Synopsis of Ukrainian Literature, Semchuk.

Departmental examinations in Ukrainian will be arranged for students in grades XI and XII in June 1963 and June 1954.

APPENDIX C

Analysis of Questionnaire - Teachers of French.
(Available on file).

APPENDIX D

Studies of French in Saskatchewan High Schools
Course Outline (Grades IX, X, XI and XII).
(Available on file).

Study of German in Saskatchewan High Schools
Course Outline (Grades IX, X, XI and XII).
(Available on file).

APPENDIX E

Newsletter - Published by The French Teachers of Saskatchewan
Vol. 1, No. 1 - September 1964.

Newsletter - Published by The French Teachers of Saskatchewan
Vol. 2, No. 1 - May 1965.
(Available on file).

APPENDIX F

Monday (Provincial) - Radio Programs
"Voulez-vous parler français?" - (A new Series) - Grade 9
(Available on file).

Visite au Québec.
(Available on file).

Monday - Radio Programs
"Ici-le Français" - Grades 9, 10
(Available on file).

CBC Educational Youth Programs
(Available on file).

APPENDIX G

Results of the Principal's Questionnaire
(Available on file).

APPENDIX H

Circular 2-- Department of Education (Saskatchewan)
Advanced French Course offered to Elementary and High Schools
Authorized by the Minister of Education - Regina - 1965.
(Available on file).

APPENDIX I

Memo to members of staff - French Department and College of
Education - fall 1965 - from Joyce Booth.
(Available on file).

APPENDIX J

Collective Bargaining 1965-66
Median and Average Salaries of Teachers
(Available on file).

Collective Bargaining 1965-66
Comparison of Salary Scales - Manitoba and Western Provinces
(Equivalent Salary Categories by Provinces)
(Available on file).

Comparison Salary Scales Urban Centres 1965-66
Source: Provincial Teacher Organization
(Available on file).

The Manitoba Teachers' Society, Memo to Negotiators - Winnipeg:
(Manitoba Teachers' Society, October 18, 1965): pp 19-21.
(Available on file).

REPORT ON SECOND LANGUAGE TEACHING IN THE ALBERTAN SCHOOLS

Prepared by Lionel Orlikow
October 15, 1965

I INTRODUCTION

"There are many languages represented in Alberta, some of which have ethnic value and academic status equal to those of French"¹

reported the 1959 Royal Commission on Education.

Recommendation 94 stressed this parity of languages:

"That in Grades VII - XII inclusive, in accredited schools, instruction in any modern language, including French, be permitted at local discretion, at public expense, and with a view to both bilingualism and future academic study".²

The relative status of second languages in Alberta has changed quite dramatically from the direction suggested by the Commissioners.

French has retained and deepened that dominance in language studies found in most provinces. Less than three per cent of the student body in the three senior grades are enrolled in either German or Ukrainian.³ The rapid downward extension of second language into primary schools is virtually confined to French.

Open public support has united behind this movement. Typical of those interested groups is the provincial Home and School Association which passed the following resolutions over the past eight years: instruction in French from grade seven (1957); French and Latin as compulsory studies in the academic programmes of high schools (1958); French in elementary schools as soon as qualified teachers are available (1959); the Department of Education should encourage school boards to introduce teaching a second language at an earlier age (1961); a course in oral French must be introduced as soon as possible (1963). Other community organizations as the Junior League and the University Women's Club also pressed for the extension of French.

1. Report of the Royal Commission on Education in Alberta
(Edmonton: Queen's Printer, 1959), p. 425.

2. Ibid, p. 126

3. Chart I.

The nadir of second language studies in Alberta occurred in 1952. Courses of only two years in duration were authorized at that time. Inqualified teachers, difficulties of programming in small high schools and questioning of the suitability of foreign language studies, all contributed to the decision. Some of the organizational depressants from that period linger on within the provincial educational environment. Most faculties at the University of Alberta - Dentistry, Commerce, Engineering, Nursing, and Education - do not require a foreign language for entrance. One high school reported that fifty per cent of its students aiming for engineering drop their language option after grade eleven. Two Calgary high schools with a fairly high retention rate illustrate the issue:

| | School A | | | School B | | |
|--------|----------|-----|-----|----------|-----|-----|
| Grade | X | XI | XII | X | XI | XII |
| Latin | 56 | 13 | 7 | 40 | 24 | 15 |
| French | 387 | 305 | 281 | 322 | 272 | 249 |
| German | -- | -- | -- | 43 | 19 | 23 |

No language requirement is included in the prerequisites for a high school diploma. The student must attain 100 credits which includes several years of English, two of social studies and physical education, in addition to one year of mathematics and science.

The rapid growth in French studies in elementary and junior high schools has been accomplished without the official sanction of the Department of Education. At most the Department has exercised benevolent neutrality.

The initiation of major programmes has rested with local personnel in Calgary and Edmonton. School boards and administrative staffs in the two cities have diverted a considerable amount of resources towards programme design, evaluation, equipment and supernumerary staff.

The dynamics of this change in education differs quite radically from that portrayed in MacKinnon's, The Politics of Education.⁴ The author labelled the distant, dead bureaucratic hand of Departments of Education as the major dampening influence upon innovation. A functional study of curricula decision-making in Alberta would prove much more complex than the MacKinnon model. First, a host of variables operate at the Departmental level. On the one hand, the director of curricula is near retirement and unwilling to rock the boat in languages; on the other, certain officials, as the director of school broadcasts, push French-Canadian interests. Money dominates textbook replacement - the senior high series in French cannot be "amortized" until 1967. Controversy over content has ignored language texts to date, however, inclusion of materials on French Canada could have unexpected repercussions. For example, Alberta has forbade science texts that teach evolution, dispassionate ones in health dealing with alcohol, and Professor Grand Davey has stated that the provincial high school social studies course is essentially a propaganda course for Social Credit!⁵ In summary, the Department has not provided leadership in curricular change in languages, nor has it set

4. Frank MacKinnon, The Politics of Education (Toronto: University of Toronto Press, 1963).

5. Calgary Albertan, March 17, 1965.

obstacles to local experimentation.

Second, what appears as uniform policy for the province can be interpreted in a variety of ways to suit the perspective of the individual concerned. The pet ideas of a principal can alter the emphasis granted a particular subject. One school requires a B average in literature for any student who desires to select a modern language. One principal allowed his German teacher time to visit feeder schools to publicize his subject specialty - the argument that German provides an excellent opportunity to raise one's total average helped to expand the numbers of grade ten German pupils by two and one half classrooms. The teacher, too, can divert the intent of Departmental schemes. Three optional texts are provided in grade ten French, yet, only Junior French is found in classrooms. The grade twelve examination draws upon Senior French, the sequel to the grade ten text.

Third, a limited view of provincial developments in second language teaching lingers among educational leaders. Although Alberta possesses certain features that facilitate communication, gaps in knowledge possessed by decision-makers leads one to wonder about the quality of the eventual decision. For example, consistently the researcher was assured that the only activity in second language development occurred in Calgary and Edmonton.⁶ This analysis of the provincial situation came from officials in the Department, teachers' organizations, and Universities. Yet, results of a questionnaire distributed by the Department in September of

6. The two cities do dominate the province in terms of numbers. Total population of Alberta - 1,331,994; Calgary - 249,641 Edmonton, 281,027. Canada Year Book, 1965, p. 166.

1963 demonstrate a much more diverse picture.⁷ A wide variety of materials were employed - some 61 titles for teacher use and 35 for pupils. The majority of districts reporting employed some form of French in the years preceding those authorized by the Department. Surely a few outstanding teachers can be found in rural schools! Another instance of lack of communication occurs in the development of the Calgary and Edmonton programmes in oral French. Though both demonstrate amazing similarities, no formal and very few informal links have been maintained. One system could benefit from the experiences of the other.

The approach in Alberta differed in some respects from that followed in other provinces. Both the separate and public school systems were examined. The close cooperation between the two in Calgary necessitated this divergence. The considerable resources devoted to television in overcoming the teacher shortage required more consideration than usually granted audio-visual aids. Although interviews were held during the summer months, the usual complement of Departmental officials, personnel at teacher training institutions, and teachers were met.⁸ Second language, modern language, and foreign are used throughout the report to underline general confusion over terminology.

7. Appendix A. Report of Survey of French, Grades I-IX in Alberta Schools (Edmonton: mimeographed, 1963). There was a 90 per cent return on the questionnaires distributed.

8. Appendix B.

II THE SITUATION IN LANGUAGES OTHER THAN FRENCH:

Six languages are offered to English-speaking students in publicly supported schools of Alberta - French, German, Latin, Ukrainian, Spanish and Russian. Only two high schools in Alberta provide as many as four of these options. A different pattern occurs in the southern and northern parts of the province. Ukrainian is not found in the south; only three rooms of German exist in Calgary public schools and the separate schools have none. A provincial ethos favouring science inhibits students from selecting several modern languages. Some students elect two languages; the most popular combinations are Latin-French and Ukrainian-French.

Spanish is offered as a subject for matriculation examinations. No school provides time for its study during regular hours. One teacher taught Spanish ten years ago in Calgary. Many students writing the examination are American-born. A third year was added to Latin studies in 1962. A refresher course for Latin teachers is an interesting innovation in the University of Alberta's summer studies. Russian is only offered as an extra option in Albertan schools. Two high schools indicated an interest in offering this new subject in grade ten for the fall of 1965. No programme of studies has been drawn for the subject's first year of operation. The text, First Course in Russian, Part 1, Doherty and Markus, is also authorized in Ontario, Saskatchewan and British Columbia.

The prescription for French, German, Latin and Ukrainian in the Programme of Studies lists three objectives for the study of "foreign" languages:

- "1. To understand, to speak, to read and to write the language as well as possible.
2. To obtain a thorough knowledge of the grammar and sentence structure of the language and habits of accurate pronunciation and good intonation.
3. To assimilate along with the language the culture of the people and some knowledge of their history, customs and traditions."⁹

Other than these broad goals major direction is confined to amounts of content that must be digested in various texts. Another immediate objective is the Departmental examination. The Department carried on a trial in aural testing by means of a twenty minute tape in June, 1965. A permanent practice of such testing as part of the total mark will be introduced in June of 1966.

1. Ukrainian

Some attempts have been made to relate Ukrainian to the current emphasis in second language study upon aural-oral skills. "The student should write only what he is first capable of saying correctly."¹⁰ Thorhild is trying out materials modelled on the audio-lingual techniques employing tape recorders, filmstrips, illustrated books. A professor has adapted Russian content in Audio-Lingual Materials for some junior high school classes of Ukrainian. Aside from these attempts the general Ukrainian programme is still floundering. A good number of the objectives, citing Ukrainian stress the importance of the language - self-justification that reveals the secondary importance accorded the subject by non-Ukrainians.¹¹ The prime text, Conversational

9. Appendix C.

10. Programme of Studies 1963 (Edmonton: Department of Education, 1963), p.5

11. Appendix D

Ukrainian, is employed through the three years of high school and into initial courses at the university. The fact that the author of the text is also department chairman at the University of Alberta partially explains the unusually wide scope of the text.

Ukrainian is just moving into a position of official recognition. Until 1965-66 the University accepted Ukrainian as a third language - the student had to have French as the second. The first Ukrainian 30 examination set by the Department will be offered in 1966; the first correspondence course was offered in September of 1965. The pattern of enrollments in past years has witnessed a rapid tailing off after the initial year in grade ten.¹² Acceptance by the University of Alberta in 1965-66 should strengthen enrollments in the senior grades. Groups interested in the teaching of Ukrainian have concentrated upon acceptance at the senior high level. One consequence is that little Ukrainian is taught before grade ten. A request to initiate a fourth grade course was not approved by the Department. The interested teacher was advised to wait until Ukrainian was established in the senior high.

One high school in Edmonton employs the study of Ukrainian as a lever to raise ethnic pride in the community members. Parents of students find that they do not speak the language as well as their children and must attend evening school courses in Ukrainian. A school Ukrainian club sponsors cultural affairs which attract non-members to hear speakers and witness Ukrainian dancing.

12. Chart 2. Senior high subjects are numbered 10, 20, 30. Three years of study roughly correspond to grades 10, 11, 12.

2. German

Little immediate change is forecast in German teaching. The provincial sub-committee in German was disbanded some time ago. It had been constituted to select a text and once this was done the group disbanded. One high school is trying out some Audio-Lingual Materials with the Department's unofficial blessing. Two schools offer German instruction at the ninth grade. The teachers hope to see if some programme can be correlated with the senior high outline. They have not produced a formal programme. Two to three periods weekly is the time expended in each school.

The slight interest in German reveals a general lack of community support. Although its students are generally of a German-speaking background, a feeling of warguilt makes a number of potential students hang back. Others are frightened away by German's reputation for stressing stiff standards. A strong centre such as Medicine Hat and several evangelistic teachers of German have maintained isolated cases of interest in the subject. German like Ukrainian lacks strong community pressure groups.

3. Correspondence Instruction

In Alberta the source of teaching for many pupils is the correspondence branch of the Department of Education. The numbers involved are relatively greater than is the case in any other province in Canada.¹³ Three languages, French, German and Latin,

13. Language enrollments, Correspondence Studies May 1965,
Department of Education:

| Grade | 10 | 11 | 12 |
|--------|-----|-----|-----|
| French | 441 | 387 | 687 |
| German | 396 | 183 | 158 |
| Latin | 159 | 76 | 92 |

About fifty plus per cent of the above are students of normal high-school age.

have been offered for some years, and Ukrainian commenced in September, 1965, due to an "enormous call". The mechanics of the courses are conventional - detailed guides are sent to the student, a text is followed quite closely, regular examinations are offered. Some procedures do merit notation. Full-time instructors are employed, not "moonlighting" personnel as is the case in most provinces. For example, eight are employed in the French department. A number of schools employ correspondence services when a teacher cannot be hired. Some districts hire a person with minimal knowledge of the language and not a teaching certificate to supervise those receiving instruction through correspondence. During the summer special cram courses are provided in a six week term. A new lesson is forwarded to the student every three days. Although various types of audio-visual aids have been investigated, the only service available to students is voluntary purchase of tapes that accompany the texts.

Alberta offers a diversity of options in modern languages in the Departmental examinations. The recent adoption of Russian illustrates a flexibility in meeting requests for additional ones. One language, French, completely overshadows the others. With a possibility of a slight shift to Ukrainian, no noteworthy changes in Alberta enrollments are foreseen. An optional course in linguistics will be offered to grade nines in Calgary in 1965-66. Departmental regulations call for forty minutes of study per credit, per week. Therefore, senior high languages earn 200 minutes.

III THE TEACHING OF FRENCH

A sub-committee of the Department of Education Curriculum branch was established in the spring of 1965 to plan a course for pupils in grades seven through twelve. The current curriculum calls for a three-year sequence commencing in grade ten with conversational French option in grade nine. No immediate provincial action is expected in the teaching of French for grades four through six.

The existing French programme in the three senior grades is quite conventional. One course, French 31, is an additional option offered in grade twelve. Stressing much literature this subject provides an additional credit for students doing successful work in the regular French 20 of grade eleven. Generally those of French-speaking background take the opportunity of enrolling in the course. English-speaking students believe that the French-speaking students have an advantage and steer away from French 31.

A long-standing option in grade nine is oral French. This course has a position peculiar to the organization of junior high schools in Alberta. That province has been most vigorous in Canada in encouraging the unique attributes of the junior high school in grades seven through nine.¹⁴ Various options are provided for children to explore a number of interests. Home economics, industrial arts, typing and oral French are four of the more popular.¹⁵

14. French was introduced in grades seven and eight in Edmonton in the first junior high school established in 1919. Charles E. Phillips, The Development of Education in Canada (Toronto: W. J. Gage and Company Limited, 1957), p. 206

15. Oral French - 12,503; Industrial Arts - 8,188; Home Economics - 7,872; Typing - 6,429. (Figures, 1963-64)

According to legislation students should select two to three courses per year for a weekly five periods each at thirty-five minutes. The student could then experience up to nine different areas in three years. French is virtually the only language option offered in junior high grades.

Until recently a school desiring to extend its French programme below grade nine had to comply with fairly rigid paper regulations. To offer oral French in grade nine the teacher had to receive permission from the local superintendent. Approval of the Department of Education was necessary in grades seven and eight. The teacher of French had to demonstrate ability to converse freely and to understand the principles underlying second language learning; evaluation of these qualities was compiled by local authorities. The subject is exploratory - "An understanding of one's interest and ability in foreign language study"¹⁶ - with no authorized text, no examinations, and purely elective.

Reference to the oral French course in the Programme of Studies is confined to a brief one page story. A more ambitious guide is distributed by the Department of Education on request. Le Français Oral is a collection of suggestions prepared by a committee of teachers of French in Calgary.¹⁷ A variety of teaching strategies include exercises in phonetics, outlines on topics as the family, suggested filmstrips. An interesting provincial innovation is the attention to French Canada. Ten topics such as

16. Program of Studies for Junior High Schools of Alberta
(Edmonton: Department of Education, 1963), p. 91.

17. Appendix E.

the different attitudes on the Canadian flag underline unusual concern for materials relevant to French Canada rather than France.

There are two major consequences of this instance of Departmental drift. First, students commence grade ten French with varying years of study in French. Some have none, others have six. No continuity is maintained with the senior high school programme. The second is the freedom left to local districts to experiment with different materials in the grades below ten. A 1963 survey reported that 61 titles of teacher material and 35 titles of pupil material were employed in three or more systems in Alberta. The dominant programmes are in the cities:

"About 83% of the elementary school children taking a program in elementary school are in the cities while about 69% of pupils in junior high school programs are in the cities. About 79% of all elementary children and 1½% of all junior high pupils in these programs are receiving instruction by television (Parlons Français)."¹⁸

The following section deals with the programmes of Calgary and Edmonton in some detail. Not only do their pupils represent a substantial majority of the above percentages, but also extension of educational television on a provincial basis should extend the impact of the series. As an aside one should note that some smaller centres have interesting ventures. St. Paul's, for example, teaches French to English-speaking pupils for fifteen minutes daily from grade one. This school district is about 40 per cent French-speaking, 30 per cent of Ukrainian background, with a scattering of other groups.

18. Report on Survey of French in Grades I-IX in Alberta Schools,
p. 3

1. Television teaching of French - Calgary

The public and separate school systems in Calgary have cooperated to produce an extremely ambitious French instructional series for students in grades four, five and six. Instituted in 1961 the hypothesis was that a competent television teacher, a competent supervisor, and a team of classroom teachers with a minimum of matriculation French could do effective instruction. All elementary schools now participate. The core is a series of television broadcasts, Parlons Français, produced in Boston, Massachusetts, and featuring a Madame Slack. A variety of locally produced efforts round out sixty lessons. Each television lesson is fifteen minutes. Two follow-up lessons of the same duration are conducted by the classroom teacher, then another television lesson follows. Daily at 9:15 one of the three grades is featured.

Instruction in French through television was chosen as the most effective medium to meet the needs of Calgary. First, teachers of French are in extremely short supply across the province. Any specialist is dragooned into secondary schools. Classroom teachers have to teach French; however, unlike other subjects, the content is provided by another medium, namely television. It should be noted that seven of some 500 elementary teachers in Calgary are of French-speaking background. Second, objectives are rather limited. The designers of the course hoped to overcome the traditional resistance of many local children towards any language study. Along with fostering a more favourable attitude in pupils they desired to stimulate a sense of auditory discrimination. A variety of administrative supports facilitate realization of these goals.

Teachers undergo a compulsory series of fifteen weekly classes of two hours sponsored by the school boards. The emphasis is to teach methodology - not content of French- through demonstrations and discussions of salient points. Four talks to teachers about the programme are carried on television before school commences at nine o'clock. Naturally the classroom teacher is rather circumscribed in the amount of material that she can impart to her class, but the limitation prohibits wandering into error. Despite the exchange of some classes by teachers during French period, subject matter specialization is frowned upon. A number of advantages accrue through use of the regular classroom teacher - incidental teaching can crop into various aspects of the school day and one teacher has a keener understanding of the capacity of the individual child in one room.

Three supervisors are provided to help Calgary teachers - two in the public system and one in the separate. Each is full time in that position. Much of their responsibility is spent in visiting classrooms, conducting in-service workshops, preparing materials. One devotes at least half the week in preparing television broadcasts. Providing model lessons in classroom visits remains a most important activity.

Printed materials are distributed to teachers. Teaching guides present outlines for each lesson, basic classroom expressions, points of pronunciation, drills, and additional material for variety. Either printed tests are provided or testing is completed through one television programme. French-English English-French dictionaries were distributed to all concerned teachers in September, 1965.

Most pupils in Calgary are enrolled in the course - those that do opt out generally are weak students. Even they have been found to acquire some vocabulary and pleasure through classroom participation. Two groups of pupils do not take elementary French - one a small hard core who dislikes all subjects, and the other students from "the industrial areas" where more attention must be paid to development of reading skills. In the latter case a principal admitted that these pupils later could be penalized for not having French - however, he felt that most would not continue to graduation. Students were noted who did well in French but maintained dismal records in other subjects.

Few teachers request transfer from their additional and unaccustomed role as teacher of French. Many felt self-conscious during the initial stages but now find the programme not too onerous. As there are no free periods for preparation those interviewed reported devoting twenty minutes daily to listening to records, reading books and collecting illustrations during their first year. A factor in their positive attitude toward French stems from the criteria of staff rating. Enthusiasm is marked high - not mastery of subject matter. Even if a teacher's French is terrible, the major concern is a high interest level in the class. Thus, the teacher is judged on over-all teaching ability - not on her inadequacies in a new field.

2. Voix et Images - Calgary

The Chilton Materials continue the development of skills developed in grades four, five and six. This series is replacing the Bradford texts used in most schools until the fall of 1964.

The decision was prompted by the wave of graduates from Parlons Français reaching grade seven by the fall of 1964. Until that time Voix et Images had been employed in a few junior high schools. A suggested programme would extend from grades four through twelve. The latter two years would include a dose of literature not found in Voix et Images.

The critical factor in the development of Voix et Images is the support provided by the University of Alberta, Calgary branch, and in particular, one individual, Mme G. Abbé. This woman has been a member of all local committees established to examine the position of French in the Calgary schools. A member of the Department of French seconded into Curriculum and Instruction, she has received considerable freedom to establish links with the community. It was her early activities in university extension conversational French courses and talks to groups as the Junior League that precipitated interest in French in the early grades. Once French was introduced into a few classrooms, parental demands pushed its adoption in other schools.

Teacher-training courses focusing on the needs of the Calgary school districts ^{are} ~~is~~ a most beneficial support from the University of Alberta.

Perhaps the quality is not too high - certain faculty members at Laval University, long-time centre of Voix et Images in Canada, wished to discourage the Calgary programme. They raised questions about the failure of the instructor to attend the training course in St. Cloud, France, and the brevity of time that produces a diluted programme. Two other attempts in training teachers would frighten purists even further. An in-service

course in techniques in Voix et Images is carried on by the districts on school time. This effort is not designed for college credit - the teachers meeting for fifteen times at two hours each. Unlike most in-service programmes in Canada, teachers are released from school time - three to five thirty. Perhaps a most promising practice is the inauguration of a series of courses in Continuous Professional Development. Held under University auspices the classes attempt to re-train and train teachers in certain new critical areas, as the Physical Science Study Committee curriculum. Classes meet daily from nine to four for three weeks during the summer term. No university credit is offered, thereby preventing a teacher claiming the course for an increment in the salary scale. Some school districts, however, do provide the \$90 tuition for their teachers who take the course. Voix et Images was one of five offered from July 5-23, 1965: "This course will enable teachers to familiarize themselves with the content and method to be used in the junior and senior high schools (Voix et Images de France)".¹⁹

The rapid extension of the programme has met a quiet dispute over quality and quantity. The dominant school groups have attempted to establish a programme that they deem suitable to the conditions of the community - few qualified teachers, lack of Departmental leadership, no opportunity to meet French-speaking people. Some sniping has come from the University faculty. A faculty survey on French in the Calgary schools questioned some developments - a not

19. The A. T. A. Magazine, February, 1965, p. 35.

too surprising event since the majority of members in the Modern Language Department still are concerned with courses in literature.²⁰

3. Television Teaching of French - Edmonton Separate Schools

The Edmonton television programme was initiated in 1963 for many of the same reasons as that in Calgary. The Bradford series had been employed but demanded too much fluency on the part of the teacher. Television instruction provided a manageable means to control the situation and thereby restrict a number of potential teacher taught errors. The Parlons Français series was purchased and adopted on somewhat similar basis - grades four, five and six, lessons of fifteen minutes, once weekly in four and twice in the latter two. Its introduction provides a major administrative advantage to the separate schools not found in the Edmonton public school system. One complete grade in the separate schools has experienced a similar amount of French instruction. In contrast, the public system's use of selected classrooms and / or particular schools ensures that classes have students with heterogeneous French backgrounds.

The organization of the elementary school French programme is essentially similar to that of Calgary. Parlons Français forms the bulk of content; some locally produced (not as many as in Calgary) broadcasts round out the series; guidebooks in great detail are provided to the classroom teachers; a supervisor coordinates administrative matters and visits classrooms. Naturally

20. The report was not presented to the Board by the faculty committee in September, 1965.

there are some differences. A teaching aids department provides a wealth of audio-visual supports - transparencies, items for flannel boards, review sheets, sets of pictures. Edmonton follows Parlons Français much more closely than Calgary, although both supplement and substitute.

4. Voix et Images - Edmonton Separate Schools

June, 1965, marked the point where all grade six pupils had been instructed by television French. A variety of materials had been in use since 1959-60 in grade seven. Frequently the Bradford series were augmented by a number of supplementary works. Some products of this early programme soon will enter the senior grades in an experimental programme. They will complete the first two years of the regular French course in grade ten, the third in grade eleven, and enriched works will be prepared for the final year.

The number of teachers employing Voix et Images is much smaller than in Calgary. A few are permitted its use. Only expert teachers are expected to use the materials - expert defined as qualified in the mechanics and language. To help train teachers instructors from the Chilton Company in Philadelphia visited Edmonton for the past two years. Teachers were relieved of normal duties during the last week of examinations to attend classes. About two dozen were trained each year. One factor might explain the lesser enthusiasm for Voix et Images found in Edmonton. More bilingual teachers are on staff perhaps due to the city's closer relationship to French-speaking communities and the system's ability to hire Roman-Catholic staff. These teachers feel they do not require mechanical substitutes.

5. The teaching of French in the pre-high school grades

An amazing amount of resources have been devoted to the study of French in Alberta pre-high school grades. Calgary and Edmonton have demonstrated an unusual amount of administrative attention to ensure maximum success in the local setting. Costs are high when one considers that the Department of Education provides no direct grants to the projects. Despite considerable support from the local television station on production costs, the television series in Edmonton separate schools represented \$10,000 the first year for films and royalties, \$6500 the second, and \$3,500 the third. Calgary spent similar sums in establishing Voix et Images.²¹ Accounting methods could estimate the other costs, such as provision of television sets to every third classroom and the salary of a supervisor.

Planning has been critical. Before Voix et Images was selected in Calgary a joint committee from the public and separate systems composed of university personnel and principals scouted the situation. A team was sent out for two weeks to visit programmes in Regina, Winnipeg, Toronto and Philadelphia. Communication has been stimulated through French committees that cut across grades. Employment of extra supernumeraries, the supervisors or consultants in French, permits a cross-fertilization of ideas and standardization of practice. Evaluation is critical. A document unusual for its frankness produced in the Calgary Public system stresses an opportunity for the classroom teachers to report on their reactions to the oral French comprehension test in Parlons Français,²² and equally as important, possible modifications

21. Chart 3.

22. Appendix F.

of the instrument and the method of application. The report in the Calgary Separate Board revealed concern to test for the actual gains recorded by pupils in second language.²³

One interesting sidelight remains - why the apparent success of television instruction in French in Alberta and the floundering in Nova Scotia? Each attempt originated from a need to teach conversational French in communities that have experienced a severe shortage of skilled personnel. Both devised programmes broadcasted for fifteen minute sessions. Although Edmonton-Calgary utilize private stations - not the Canadian Broadcasting Corporation - for production, this inter-provincial difference probably is insignificant. Cooperation of various relevant groups - teachers, administrators, trustees - is facilitated through various devices.

However, the researcher did not find much enthusiasm for the French series in the maritime province. Although the numbers involved were rising according to Departmental figures, the researcher did not find any teachers employing the series. Perhaps one critical difference between the two provincial schemes exists in the commitment to success exhibited by the middle management of a school system - the principals. "...unless I recognize the need I can make the programme ineffective" one Calgary principal commented. The arrangements made by a school's administration ^{are} ~~is~~ essential to the success of open circuit educational television. The televised series is an external variable intruding upon the self-contained school and egg-crate classroom. The principal's important role is seen in

one example. Some classrooms in most elementary schools contain two grades. As sequential skills are taught in the broadcasts, to obtain homogeneous grade groups, the principal must spend considerable time in manipulating such variables as time, health of teacher, numbers of pupils, substitutes, movement in halls, maintenance of equipment. Spatial proximity in Calgary and Edmonton encourages support from principals. Their career goals must mesh with those set by the central administration-trustees. The Department of Education represents a remote and non-threatening influence. The principals in Calgary-Edmonton may not be any more enthused about French than their counterparts in Nova Scotia, yet, it is in their interest to insure the success of the new responsibility. Not that all is sweetness and light. To some principals the appointment of supervisors in French represents an intrusion upon their traditional position as instructional leader of the individual school.

Possibly another essential distinction is in orientation. Horizons of many educators are limited to provincial frontiers. Attainment of what ought to be is frustrated by a too heavy focus upon what is. The need to produce a teaching situation conducive to conversational French is much more apparent in Alberta. Lack of a strong tradition in second language instruction, absence of domination by a hard core of skilled and experienced by conservative secondary school teachers, an infusion of ideas from an experimentally-oriented provincial

university, more investment in the educational enterprise,²⁴ all facilitate an ethos in Alberta more conducive to the adoption of televised French. The willingness to accept a radically new technique is more ingrained in the western province. Compliance cannot be legislated by a Department of Education.

In conclusion one should note that the series might be adopted on a provincial-wide basis in the not too distant future. The Alberta Department of Education is considering the establishment of a provincial educational television network. Since so many elementary pupils in the province already receive the Parlons Français series they could easily be adapted to more extensive needs. A possible fourth year in the television might extend French instruction into grade three.

24. Total expenditures on public elementary and secondary education per capita, 1961, Alberta (\$94), Nova Scotia (\$59) in Dominion Bureau of Statistics, Survey of Education Finance (Ottawa: Queen's Printer, 1964), p. 36; average salaries of teachers in publicly-controlled elementary schools, Alberta (\$5073), Nova Scotia (\$3499) in Dominion Bureau of Statistics, Preliminary Statistics of Education, 1963-64 (Ottawa: Queen's Printer, 1964), pp. 40-1.

IV TEACHER TRAINING IN SECOND LANGUAGES

The Modern and Classical Language Council of the Alberta Teachers' Association provides a growing influence in the improvement of instruction. The group is primarily concerned with practice and not reform of the total language curricula. Annual Conferences are held at varying points in Alberta. Speakers as Jean-Paul Vinay on such a topic as "Applied Linguistics", demonstrations of a particular technique, and displays of materials are featured. Members pay their own way to these day and one-half gatherings. Six local workshops were held in 1964-65 for schools where there are no resident supervisors. Mundane but important procedures as the copying of tapes were taught. To encourage such local gatherings regional councils have been established in seven centres.

Two publications are issued throughout the school year. The Bulletin, issued two to three times, attempts to inform language teachers on current developments provincially, nationally and internationally.²⁵ A newsletter concerns itself with more administrative detail as description of new texts, translations, and teacher aids on the market. A handbook provides a framework for a school to self-evaluate its modern and classical languages.²⁶

A novel effort in Canada is planned for the summer of 1966. The Council is sponsoring a charter flight to Europe. Affiliated groups of the Council will part on the continent to develop proficiency in their specialties - the Ukrainians to Kiev, French to several universities in France, Latinists on a tour of the classical countries, and Germans to the Goethe Institute. Some overseas organizations will subsidize the teachers.

25. Appendix H.

26. Appendix I.

Most of the Council's membership is in Calgary and Edmonton. Associations of teachers of French in the two cities have been active for some time in encouraging French language studies. Several annual scholarships at \$300 have been provided to outstanding high school students for summer courses at Laval and Banff. Since 1939 close to 100 students have received these bursaries in Calgary. Prizes are provided to high school students of French in the same two cities. An urban-rural split continues. The wide extent of the province hampers teachers from attending most conventions; the narrow range of language offerings in most communities prohibits local activity in "minority" languages; comprehensive topics to interest all second language groups are difficult to find for most workshops.

Much of the success of the Association is attributed to financial support provided by the parent organization, the Alberta Teachers' Association. Usually about \$1000 is bestowed. However, aid is provided in many diverse and sometimes hidden ways: publishing and printing of periodicals, no cost; a basic grant, \$500; sending a delegate to a national convention, one-half of cost; guest speakers to annual provincial conventions, varying amount; services of an executive assistant in central office.

Aside from the Calgary and Edmonton systems, little in-service work in language is undertaken. The Department calls upon two inspectors, one of Ukrainian - and the other of French-speaking backgrounds, to advise on matters related to their specialties. No inspectors have exclusive responsibilities for a language - one teacher evaluates the situation as "the inspector beams from ear to ear, but he does not know what I am doing". There are four supervisors in the province - two in Calgary public, one in Calgary separate,

and one in Edmonton separate. The role of subject department chairman is new in Alberta. The first ones recently have been appointed in Calgary and Edmonton. Their responsibilities will support the improvement of instruction through classroom visitations, provision of materials and reviewing the scope of the course.

Few English-speaking teachers are fluent in French.

Teachers of French-speaking background usually are found with the French-speaking programme. Pride to stay in that community and an extra bonus for teaching Association French generally discourage many from seeking employment in English-speaking classrooms. Teachers native to Quebec generally are teaching sisters. L'Alliance Française claims few teachers as members; those that do attend meetings come from the senior high school, not earlier grades.

Opportunities for training have been described in other sections. Methodology is confined to French - Ukrainian and German teachers hope to derive some clues in a course saturated in French. An attempt to send fledgling teachers of French to Quebec for a year did not develop. The Minister of Education in Quebec did not accept the suggestions made by the French staff at the University of Alberta Edmonton. A similar venture in Calgary also did not succeed. The Public Board allocated \$500 to handle travel costs for teachers desiring exchange in Quebec. As all of the six interested were non-Roman Catholics, the Canadian Education Association informed them that the scheme must be cancelled.

V AIDS IN THE TEACHING OF LANGUAGES

There are more language laboratories in Alberta than in any other provincial publicly supported school system in Canada.²⁷ The Department of Education has encouraged their growth during the past five years through incentive grants in the foundation programme. Such statements as:

"The use of language laboratories revitalized interest in French since the emphasis was shifted to fluency of speech rather than drill in formal grammar. With one exception superintendents reported no loss of skill in French as a result of such a change in instruction."²⁸

A four page section in Curriculum Guide for French, German and Latin provides tips on the procedure to examine the need and information on sources of background materials.²⁹ One clue to the value of many of the language laboratories lies in a piece of advice in the Guide - "The handling of the equipment is simple. Any teacher can perform all of the operations required". Virtually all laboratories are outside of Calgary and Edmonton, thereby serviced by the least qualified teachers. Edmonton public school board surveyed its teachers of French regarding an extension of the first two laboratories in that city. They were divided on the issue. Some relevant issues raised included - need for a full-time technician, school time for preparation of tapes, more frequent and briefer student sessions than the one fifty minute weekly period. The public board in Calgary sets aside funds to send a teacher to the Massachusetts Institute of Technology in order to plan for maximum benefits from the proposed installation of a laboratory. A number of Albertan laboratories seat only one-half of a class - the remainder spend that time in written work.

27. Appendix J

28. Department of Education, Annual Report, 1964 (Edmonton: Queen's Printer, 1965), p. 38

29. Curriculum Guide for French, German and Latin (Interim Edition) (Edmonton: Department of Education 1964) pp.6-9

Only materials in French are available from Audio-Visual Services. The major effort in second language instruction of the Department of Education concerns the preparation of tapes. One series accompanies the texts so that the teacher and class can hear good spoken French. Another set used at many levels in French provides such vignettes as life on the farm and shopping downtown. Twenty-two 16 mm film titles in French are very difficult to sell to schools.³⁰ Although the titles are directed towards the senior high school, teachers complain that the course is too heavy to permit time for audio-visual supplementals. Filmstrips also are not significant. The National Film Board Office does report that a few school boards in the Calgary area preview three titles in French each month. No radio broadcasts in French for English-speaking pupils were held in 1964-6. A slight decline was registered in students viewing the national network programme, *Visite Au Québec*, 1074 in 1964 to 1026 in 1965. The rapid pace of diction discouraged many pupils and teachers. The Department of Education is investigating the possible distribution of Voix et Images through the Audio-Visual Bureau. Such relevant problems as maintaining sequence will be examined in 1965-66.

30. Appendix K.

VI CONCLUSION

French has been extended downward through the grades during the past decade in Alberta. There is no parity among the second languages - French is overwhelmingly ahead in numbers enrolled and programmes under trial. Most of the effort in course development has been expended at the local level - not from leadership of the Department of Education. Whatever degree of success has been attained is attributed to the cooperation of a number of groups - University, administration, teachers' association, volunteer associations and school trustees.

The product of this cooperation is revealed in the integration of various elements in curriculum - building in Calgary-Edmonton. Some debate could occur over the quality of the programmes, yet, the process of change is superior to many schemes viewed in other provinces. The strengths and weaknesses of the local situation were examined; a search was made for suitable programmes; limited but attainable goals were set in modifying the programmes; time was set aside for planning and coordination; a sequential course was built from the lower grades up; incentives encouraged staff to train themselves to teach the new technique; necessary equipment was purchased. Grass roots spirit was important, but other factors channelled the enthusiasm to attainable goals.

This procedure contrasts with those situations where curriculum builders split design and implementation. "Top" teachers are brought together to revise curriculum. Sometimes the product of their efforts reveals a high quality programme suited to their own teaching situations - the less qualified teachers in the province are expected to raise themselves up to this standard. Another approach rests upon catering to the lowest

common denominator among the teaching populace - a disheartening situation for skilled staff. The emaciated procedures rest upon a curriculum identified with a paper list of objectives and methods; unfortunately, the curriculum (i.e. learning experiences) of the child in the classroom rests upon many additional variables.

A sympathetic attitude towards what can be loosely termed United States educational practice kept cropping up throughout the study. First, quality is not ranked far ahead of quantity. The Calgary branch of the University of Alberta has been quite active in encouraging new courses for teachers' needs - and not entangled in a maze about equivalents and standards. One instructor in French, for example, declared the objective of the methods course was to "mouthwash" the teachers. Second, the Department of Educational Administration at the provincial university exercises an important indirect influence upon developments in the modern language field. Many more research journals were found in administrative offices in Alberta than the relics reclining on shelves in other provinces. On the other hand, one can date the graduation of many school administrators in Canada from the titles in his office. Third, considerable thought has gone into winning the support of the public at large to the new studies in French. The television series in themselves do much to acquaint parents with the school programme. Various publications carry on the public relations work.³¹ Fourth, the great emphasis on French in the elementary curricula does not lie in an interest in Canadian bilingualism. A more important thrust comes from a

31. Appendix L.

general toughening of standards in all subjects in the United States produced by such national organizations as the Modern Language Association.

This southern exposure of Alberta stands out in its junior high schools, broad electives, and junior colleges.

"In Canada we have been prone to adopt the role of the cautious observer of experiments carried out in the great laboratory to the south. This caution has enabled us in education, as in other fields, to avoid many pitfalls".³²

For a variety of factors many Canadian educators have been slow to follow the cited theme on innovation in second languages. Alberta is atypical in a willingness to differ from some conservative Canadian practice in educational change.

32. Joseph Katz (ed), Elementary Education in Canada (Toronto: McGraw-Hill Company of Canada, 1961), p.10.

CHART I LANGUAGE ENROLLMENTS, ALBERTA

| | | 1964 | | 1963 | | 1960 | |
|-----------|----|-------|---------|-------|------|------|------|
| French | 10 | 13694 | 63.7 | 14674 | 67.7 | * | |
| | 20 | 10634 | 55.1 | 9741 | 58.7 | 9516 | 71.3 |
| | 30 | 7127 | 43.3 ** | 7152 | 49.5 | 5749 | 52.4 |
| | 31 | 118 | | 117 | | 163 | |
| Latin | 10 | 1253 | 5.8 | 1174 | 5.6 | | |
| | 20 | 697 | 3.6 | 1063 | 6.4 | 955 | 7.2 |
| | 30 | 497 | 3.0 | 434 | 2.9 | 405 | 3.6 |
| German | 10 | 588 | 2.7 | 475 | 2.3 | | |
| | 20 | 313 | 1.6 | 589 | 3.6 | 529 | 3.1 |
| | 30 | 389 | 2.3 | 407 | 2.8 | 314 | 2.8 |
| Ukrainian | 10 | 283 | 1.3 | | | | |
| | 20 | 130 | 0.7 | 179 | 1.0 | 322 | 2.4 |
| | 30 | 18 | -- | 42 | -- | | |
| Spanish | 10 | 22 | -- | 12 | -- | | |
| | 20 | 8 | -- | 22 | -- | 16 | -- |
| | 30 | 13 | -- | 7 | -- | 7 | -- |

* Only two years of language study authorized

** Percentage includes French 30 and 31.

CHART II

TEACHING OF UKRAINIAN IN ALBERTA SCHOOLS 1964-65

| Division or County | School | Ukr.10 | Ukr.20 | Ukr.30 | Teacher | Total |
|--------------------------|--------------------|--------|--------|--------|------------------|-------|
| Smoky Lake | Vilna | 16 | 6 | -- | Mrs.N. Shysh | 22 |
| | Smoky Lake | 32 | 18 | 10 | Mr. J. Shysh | 60 |
| | Bellis | 11 | 7 | -- | Mr.P. Klufas | 18 |
| Vegreville | Vegreville | 25 | -- | -- | Mr. N.Skoropad | 25 |
| | Innisfree | 22 | -- | -- | Mr.M.Weleschuk | 22 |
| Lement | Andrew | 42 | 12 | -- | Mr. G. Gorry | 54 |
| | Mundare | 19 | -- | -- | Mr.S.E.Chorney | 19 |
| Thorhild | Radway | 14 | -- | -- | Mr.J.W.Huculak | 14 |
| | Redwater | 16 | 8 | -- | Mr.G.Polomark | 24 |
| | Newbrook | 14 | -- | -- | Mr.A.J.Styra | 14 |
| | Thorhild | 17 | 16 | -- | Mr. M. Bury | 33 |
| Two Hills | Derwent | 11 | -- | -- | Mr. A.J.Styra | 11 |
| | Myrnam | 27 | 9 | -- | Mr. M. Bury | 36 |
| | Two Hills | 19 | -- | -- | Mr. F. Shymko | 19 |
| | Willingdon | 12 | -- | -- | Dr.V. Kupchenko | 12 |
| Edmonton | St.Joseph's | 46 | 26 | 19 | Mr. John Gordey | 91 |
| | O'Leary | 22 | -- | -- | Mr.S. Ruzycki | 22 |
| | Victoria Composite | 22 | 11 | -- | Mrs.X. Shklianka | 33 |
| Bonnyville | Duclos | -- | 5 | -- | Mrs. E. Lucich | 5 |
| | Iron River | 20 | -- | -- | Mr.N. Poohkay | 20 |
| TOTAL | | 407 | 118 | 29 | | 554 |

CHART III

EQUIPMENT AND SUPPLIES

Calgary School Board - 1964, Spring.
French Committee.

6. Requirements for each junior high school:

| | | |
|--|--------|--------|
| Filmstrips (Lesson unit #1-32) | 105.60 | |
| Classroom Tapes | 68.80 | 174.40 |
| Teacher's Text | 3.00 | 177.40 |
| Teaching Guide | 3.00 | 180.40 |
| Student Reading Text (Set of 40) | 120.00 | 300.40 |
| Student Workbook (Set of 40) | 60.00 | 360.40 |
| Graflex Filmstrip Projector (2" lens) with remote control | 137.50 | 497.90 |
| Tape Recorder | 85.00 | 582.90 |
| Back projector Screen & Stand (made in workshop) | 45.00 | 627.90 |

7. In large junior high schools * where two or more teachers share the responsibility for teaching French the following items would need to be duplicated:

| | | |
|----------------------------------|--------|---------------|
| Classroom Tapes | 68.80 | |
| Teacher's Text | 3.00 | 71.80 |
| Teaching Guide | 3.00 | 74.80 |
| Student Reading Text (Set of 40) | 120.00 | 194.80 |
| Filmstrip Projector | 137.50 | 332.30 |
| Tape Recorder | 85.00 | 417.30 |
| Back Projector Screen & Stand | 45.00 | <u>462.30</u> |

8. Approximate cost of program for 1964-65:

13 schools 627.90 8162.70

(A.E. Cross, * David D. Oughton, Earl Grey,
* Elboya, Forest Lawn, King Edward, Melville
Scott, * Milton Williams, Parkdale, Rideau
Park, * Vincent Massey, * Woodman)

* 5 schools 462.30 2311.50

TOTAL 10474.20

N.B. All above items are capital non-recurring.

APPENDIX A

Report on Survey of French in Grades I - IX in Alberta Schools,
September 1963.
(Available on file)

APPENDIX B

Department of Education: B. Doré, coordinator of school broadcasts;
H.A. Flint, director of correspondence education; M.L. Watts,
director of curriculum; J.H. Swan, inspector.

Teacher Training: A. Motut, assistant dean, Arts and Science,
University of Alberta; M.J. Monod, French methods, Edmonton branch;
G.L. Abbé, French methods, Calgary branch; F. Terentiuk, director
of extension, Calgary branch.

Teachers: L. Van De Geer, supervisor of French, Calgary;
N. Hrynyk, executive assistant, Alberta Teachers Association;
R. LePage, president, M.C.L.T.A.; T. Baker, deputy superintendent,
Edmonton public schools; L. Pallesen, assistant superintendent,
Calgary public schools, M.C. Brugeroux, French consultant,
Edmonton separate schools; F.P. O'Hara, assistant superintendent,
Edmonton Separate School Board; J. Erle, director of elementary,
Calgary separate schools; L. Williams, supervisor of French,
secondary, Calgary public schools.

Others: A. Kratzmann, executive secretary, Alberta School Trustees
Association; National Film Board, Calgary.

APPENDIX C

Foreign Languages - French, German, Latin and Ukrainian.
(Available on file).

APPENDIX D

Ukrainian 10, 20, 30 - Curriculum Guide - Department of Education,
Edmonton, Alberta - September, 1963.
(Available on file).

APPENDIX E

Le Français Oral - Huitième Année, Neuvième Année - Préparé par un comité de l'Association des Professeurs de Français de Calgary. (V. Cler, A. Goddard, L. Harper, D. Hawley, H. Smith) (77 pages - Available on file).

APPENDIX F

Calgary School Board - Evaluation - Oral French Comprehension Test - Parlons Français.
(Available on file).

APPENDIX G

Oral French - A Reflection and a Prediction - Calgary Separate School Board - Prepared by C.J. Lewis, May 3rd, 1965. - (9 pages)
(Available on file).

APPENDIX H

The Modern and Classical Language Bulletin - March, 1965, Volume 4, Number 1.
(Available on file).

APPENDIX I

Handbook for Self-Evaluation of Schools and Systems - Part III - Report of the School on Subjects - Modern and Classical Languages. Prepared by ATA Accreditation Committee, Barnett House, Edmonton, September, 1962.
(Available on file).

APPENDIX J

Number of Language Laboratories in Use in Albertan High Schools.
(Available on file).

APPENDIX K

Films, Filmstrips and Tapes Available for Teaching of French.
(Available on file).

APPENDIX L

Upturn - June 1965, Volume 1, No. 2.
(Available on file).

APPENDIX M

Senior High School Program for 1965-66.
(Available on file).

REPORT ON SECOND-LANGUAGE TEACHING
IN THE PUBLIC SCHOOLS OF
BRITISH COLUMBIA

Prepared by Lionel Orlikow
December 15, 1965.

I. Introduction:

"It is felt that any pupil who intends to pursue further academic education must have enough facility in a foreign language to continue study in it or enough knowledge of language structure to undertake intelligently, if the necessity arises, study of some other language. The language requirement is an addition of one year's study to the existing requirement. One exception to a third year of language study is permitted. A pupil who is intending to proceed to a technological institute may substitute, but only if he wishes, a course chosen from the vocational specialty most closely allied to the technology he intends to follow."¹

This interpretation and others of the Chant Royal Commission on Education have dominated educational developments in British Columbia since 1960. Academic-technical students must study foreign language for a third year - not the former two; foreign language is regarded as an academic subject and denied to senior secondary students enrolled in other streams; French in grade eight is compulsory for all pupils.

The unusual feature of these changes is that their logic is manifest. Three major generalizations about the Commission's recommendations serve as background:

- "(1) That the primary aim of the educational system should be that of promoting the intellectual development of the pupils and that this should be the major emphasis throughout the school programme;
- (2) That the school system be reorganized in accordance with a plan outlined by the Commission in order to give full effect to the above aim; and

1. Leslie R. Peterson, "The Academic-Technical Programme", British Columbia Parent-Teacher, October, 1964.

- (3) That the school curriculum be revised to conform to the new organization and the above aim in order to realize the full development of the individual's potentialities." 2

Although varying interpretations can be made of the first point, the place of foreign languages is clearly spelled out in the total curricula. The Commissioners were skeptical of some claims made for elementary school study of French, consequently as grade seven was placed in that unit, study of French commences in grade eight. All pupils in that grade are required to persue French in order to experience how others express thought and how to communicate in a language other than their own. Language study in subsequent years is regarded in a vocational sense - as qualifying options for studies directed towards particular university programmes. The exception made in grade eight reflects a concern to have occupational decisions not solidified at that early stage. The order of priority given the three categories of subjects is interesting: those in the central, such as English, are important in supporting the learning of other subjects; the inner, as French, next in importance, are usually not taught by any other agency in the community; and the outer, as physical education, are taught though not as important.

2. F.P. Levirs, Paper to Principals' Conference, University of British Columbia, July 20, 1964. Mr. Levirs is Assistant Superintendent of Education (Instructional Services).

The statement of the Commissioners was an analysis of foreign language elementary school rarely found in a Canadian province - other provinces tend to drift into such programmes after a few large urban centres pioneer instruction. Not that a major shakeup in the status of foreign language has occurred in British Columbia. Enrollments in French are rising rapidly, but other languages remain somewhat stationary, an analogous situation to that found in other provinces. Slight diversity in audio-lingual programmes and little action in elementary school French characterize the British Columbia situation - to a fair degree stemming from the large expenditures in resources now diverted to teach French to all in grade eight. However, any major revolution in relative status among subject areas is extremely hazardous. In an upset of the traditional balance of power too many special interest groups are aroused through loss of time, displacement of staff, acquisition of additional materials. For example, the present gap in time of 80 minutes per week between English and foreign language is not questioned.

A lack of activity in languages to that witnessed in most provinces of Canada partially explains the narrow list of persons interviewed. Standard reference groups were met - Department of Education, teachers' organization, National Film Board - and the same narrow range of names were suggested to the researcher.³

Yet, there is a flaw in relying upon names suggested within "the educational establishment" of a province.⁴ Not that influential people in language change in Canada are located outside the province under study. Barring some exchange between Nova Scotia and New Brunswick, and those teachers who study at Laval, educational innovators in language rely upon other educators within their own province. The importance of proximity has been noted in studies of innovation in education in the United States.⁵ At all events certain groups in other provinces were ignored - school trustees, home and school associations, pupils, organizations outside professional education. The latter category includes the British Columbia Telephone Company and the French consulate both dealt with later in this report. The need for more attention to pupils and trustees and French instruction are sketched in the following pages.

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4. Conant employs the term "education establishment" to refer to the mentality of leadership in many state departments of education - "often its unwillingness or incapacity to respond to forces outside the establishment. These agencies seldom solicit the opinions of educational experts or critics who are not associated with public schools or professional education, and in those rare instances when they do ask the advice of 'outside' experts, I suspect it is largely for symbolic purposes." James B. Conant, Shaping Educational Policy (New York: McGraw Hill, 1964), p. 37.
 5. Richard O. Carlson, Adoption of Educational Innovations (Eugene, Oregon: Center for the Advanced Study of Educational Administration, 1965), p. 43.

School trustees often exercise a powerful albeit indirect influence upon curricula developments. Responsibility for raising local taxes, the appointment of the superintendent, approval for "extras" in programme, lie within their jurisdiction.

Rarely was mention made of this body of individuals in Canada. Local initiative seems to rest solely with the professional personnel; boards of trustees remain devoted to the three B's of education - bonds, buildings and budgets. A major work on the superintendent's activities in Canada ignores school boards except for the following homily:

"The board has the right to expect the superintendent to be well prepared for his work and to keep in the educational forefront by study, so that he will know current trends in education and be able to adapt some of them to local use. He should be receptive to new ideas and should work in partnership with members of the board in making educational plans. He should, of course, be friendly and cooperative with all trustees."⁶

The British Columbia School Trustees' Association does not fit a stereotype of backstairs amateurs blindly following a superintendent in curricula matters. A large central office staff together with a research department has permitted the Trustees to initiate some action. For three years the Association

6. George E. Flower and Freeman K. Stewart (eds), Leadership in Action: The Superintendent of Schools in Canada (Toronto: W.J. Gage Limited, 1958), p. 92. A frightening contrast - possibly more accurate - which provides a picture of the administrators' lack of professional autonomy appears in Raymond E. Callahan, Education and the Cult of Efficiency (Chicago: University of Chicago Press, 1962).

has passed resolutions on language instruction: 1958, asked the Department of Education to make provision for a second language at the third grade level; 1964, asked the Minister of Education to have French as part of the basic programme for all pupils in the elementary grades; 1965, asked the Minister to have French as part of basic education in the primary grades. Interest at the 1964 annual convention led to planning by the British Columbia Telephone Company to foster educational television in that province.

Any dramatic changes in language studies must rely upon trustee support in a host of administrative areas. Perhaps, the challenge of Professor Walter Young to the Sixtieth Annual Convention of the British Columbia School Trustees Association is relevant to all provinces:

"There is, in short, a whole revolution in education which is long overdue. The responsibility for fomenting the revolution, for creating the change, for making those at the top in Victoria aware of the need, in the final analysis must rest with those closest to the problems.

The people closest to the problems are the school trustees. You have to see yourselves really in one sense as the Fidel Castros of education. You must emerge from the Oriente Province of Dustbane, haggling with teachers, and other problems which have beset school boards, and reshape the whole structure of education in the province. If you don't then you are unquestionably doomed to extinction."⁷

7. Walter Young, "Politics of Education", The B.C. School Trustee, January, 1965, pp. 44-47.

The ultimate object of the trustees' policy also has been ignored in interviews. Students were not sought out to gain their impressions of current programmes. This omission is rather serious since all curricula must be drafted in terms of behaviour of pupils dealing with particular content. Various objectives are established, certain activities planned to achieve the objectives, evaluation made to revise the objectives or activities. While a curriculum can be defined as the list of paper objectives set at the Departmental level, an ideal is the list formed by the student in the classroom.

Unfortunately no tight theory of curriculum predicts and explains the attainment of normative goals. A major handicap is the heavy reliance of curriculum upon findings of behavioral sciences that cannot be translated into classroom practices.

Even if a tight framework could be developed, success would rely upon the strategies exercised by the teachers in the front ranks. Their tactical victories depend to a great degree upon varying types of students within the classroom. Some students subscribe to all goals set by the organization and are motivated - others do not. In the first classification are the "nice" students going on the Centennial tours sponsored by the Canadian Council of Christians and Jews; on the other are those gremlins who sabotage the language laboratory booths when hidden from the teacher's eye. Social scientists are paying increasing attention to the variety of subcultures among youth. Their findings underline the massive task that awaits curriculum workers hoping to capture the interest of young people today:

"When problems in education convulsively come to the attention of the public and the government, the responses are simple and direct. If only teachers are paid more, if only school buildings are better, if only laboratory equipment is better, the schools will be all right. But it simply is not so. Like the nouveau riche, a newly rich society looks to the simple solution, which can be purchased with money. The solutions are most costly in effort and in reorganization, though sometimes less costly in dollars. To put the matter briefly, if secondary education is to be successful, it must successfully compete with cars and sports and social activities for the adolescents in an open market. The adolescent is no longer a child, but will spend his energy in the ways he sees fit. It is up to the educational society to so structure secondary education that it captures this energy." 8

The task of workers in the language field appears quite heavy when one reviews findings about youth by the Chant Commission: French and mathematics were found the most difficult subjects; French was next to mathematics in percentage of failures on Departmental examinations; French along with Latin received "too much homework".⁹ Many teachers reported to the researcher that their students did not see much relevance in language study to their vocational goals - French, for example, is simply another academic hurdle to be jumped at the required time. French is rated very low among various honors courses offered in senior grades. French 92 squeezed into the top ten in 1962-63 trailing Biology 91, Mathematics 91, Chemistry 91, English 91, Physics 91, Geography 91, English 93, History 91 and Home Economics 91.¹⁰

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8. James S. Coleman, The Adolescent Society: The Social Life of the Teenager and Its Import on Education (New York: The Free Press of Glencoe, 1962), p. 329.
 9. Report of the Royal Commission on Education (Victoria: Queen's Printer, 1960), pp. 366, 390, 393.
 10. Department of Education, Public Schools of the Province of British Columbia, 1962-63, p. W. 38.

Several features of administrative organization in British Columbia are relevant to language studies. First, secondary schools are much larger than those found in other provinces. Only six point seven per cent of all secondary school pupils attend schools with an enrollment less than 250; 79.2 per cent are registered in schools with 500 plus in numbers. The lack of diversity in language offerings cannot be attributed to smallness in school size. Second, British Columbia has the purest public schools in Canada. Most provinces recognize the position of Roman Catholic schools in various ways. Ontario, Saskatchewan and Alberta provide tax support and government grants to separate schools. Newfoundland operates four denominational systems. Other provinces have unofficial arrangements to accommodate religious interests. Such important matters as teacher recruitment are affected by such policies - a factor not found in British Columbia, where education is non-sectarian.¹¹ One further point - French Canadians are equated with Roman Catholicism by a number in that province - a concession to one means a corresponding gain by the other. Third, the Department of Education is known for its centralization at the expense of local initiative in curriculum work. As the province lags behind in national language developments, certain challenges to provincial uniformity yet have to be met - accreditation of schools and/or teachers of new programmes, permission for schools to select among

11. C.B. Sissons, Church and State in Canadian Education (Toronto: The Ryerson Press, 1959), pp. 371-387.

various courses, large-scale in-service training in new techniques at the local level, special grants to such particular needs as tape recorders. Fourth, only one textbook is authorized by the Department of Education in a subject area. In other words, school districts and/or schools do not have the right to select from a wide choice to match their own needs. The importance of the textbook to instruction in any subject cannot be underemphasized in curriculum development.

"The textbook has long been the most popular instrument of instruction in the hands of educators. Its widespread use has at the same time provided one of the controversial issues of education, for it has been regarded as both the cause and the solution of educational problems. By some people the textbook is considered indispensable, and of equal importance with the teacher; by others it is looked upon as unimportant, as an impediment to learning, or as a crutch for the poor teacher. Between these two extremes is the viewpoint which recognizes the textbook as an important tool for the teachers and as one of the chief sources of indirect experiences available to the pupil." 12

The British Columbia Department of Education is one of the most centralized administrations in any Canadian province - authorization of a single text permits a strong means of enforcing uniformity throughout the province. One text provides a common content for the inspector to see taught in the classroom and similar materials upon which to examine centrally.

Language developments in British Columbia currently centre upon French. The Chant Royal Commission on Education set the tone with compulsory grade eight French - the schools are still attempting to digest the influx of pupils.

12. Viola Elizabeth Parvin, Authorization of Textbooks for the Schools of Ontario 1846-1950 (Toronto: University of Toronto Press, 1965), p.3.

II. The Position of Language Studies:

Five languages are offered in the public schools of British Columbia - French, German, Latin, Spanish, and Russian. Each has special status. French is by far the most important in numbers enrolled and length of the total programme. Its compulsory nature in grade eight highlights its distinction from the tenuous optional position of the others. Latin is a distant second in numbers facing a continuous process of annual erosion. For example, in 1908-09, over ninety per cent of the Departmental papers went to students in the subject.¹³ Spanish and German suffer from being only two year programmes for most students. The study of secondary school Russian is virtually extinct in British Columbia.

A study of enrollment figures over the past few years reveals some of the dramatic changes taking place.¹⁴ The imposition of the grade eight programme. Furthermore, the early start of French has hit the other language options - all have slipped down in total numbers since 1961. Unlike most provinces where a paper in language must be written for university entrance,

13. Department of Education, 38th Annual Report of the Public Schools of British Columbia, 1909, p. A XLVII English literature - 1,469; Latin - 1,352 (92%); French 687 (47%); Greek, 48; German, 37; twenty years later, French had climbed to 13,472 (69%); Latin dropped in percentage to 6,884 (35%); and Greek, 32, and German, 53 remained almost constant.

Department of Education, 59th Annual Report of the Public Schools of the Province of British Columbia, 1929-30, pp. Q 116-117. In the main Greek has been written by pupils in private schools.

14. Table One.

TABLE ONE

LANGUAGE ENROLLMENTS

| <u>FRENCH</u> | | 1964-65 | 1963-64 | 1962-63 | 1961-62 | 1960-61 | 1954-55 |
|---------------|-----------|---------|---------|---------|---------|---------|---------|
| French | 7 | | | | | 999 | |
| | 8 | 28,003 | 26,775 | 25,584 | 3,082 | 4,391 | 728 |
| | 9 | 21,710 | 20,366 | | | | |
| | 10(IX) | 342 | 4,482 | 19,718 | 16,600 | 14,419 | 7,398 |
| combined | 9 & 10 | | 102 | | | | |
| | 10 | 18,062 | | | | | |
| | 20 | 3,119 | 15,565 | 13,293 | 11,815 | 10,492 | 4,459 |
| combined | 10 & 20 | 201 | | | | | |
| | 91 | 6,266 | 5,583 | 4,687 | 3,736 | 3,342 | 1,075 |
| combined | 10 & 91 | | | 78 | | | |
| combined | 20 & 91 | | | | 33 | | |
| | 92 | 3,117 | 2,622 | 2,025 | 1,704 | 1,469 | 687 |
| combined | 91 & 92 | 50 | 36 | 28 | 17 | | 44 |
| | 110 | 1,468 | 1,328 | 1,129 | 1,066 | 842 | 306 |
| | 120 | 481 | 337 | 332 | 218 | 163 | |
| combined | 110 & 120 | 8 | | 48 | | | |

GERMAN

| | | | | | | | |
|----------|---------|-----|-----|-----|-----|-----|-----|
| German | 9 | 668 | 585 | | | | |
| | 10(IX) | | | 814 | 617 | 518 | 372 |
| | 10 | 366 | | | | | |
| combined | 9 & 10 | 18 | | | | | |
| | 20 | | 470 | 437 | 372 | 343 | 137 |
| combined | 10 & 20 | | | 15 | | | |
| combined | 9 & 20 | | 57 | | | | |
| | 90 | 453 | 629 | 653 | 386 | 244 | |
| combined | 10 & 90 | 386 | | | | | 138 |
| | 91 | 116 | 98 | 71 | 88 | 83 | 39 |
| | 92 | 14 | 16 | 74 | 65 | 37 | 27 |
| combined | 91 & 92 | | | | 20 | | |
| | 110 | 36 | 69 | 54 | 25 | 21 | 4 |
| | 120 | 12 | 43 | 20 | 4 | 9 | 7 |

| <u>LATIN</u> | | 1964-65 | 1963-64 | 1962-63 | 1961-62 | 1960-61 | 1954-55 |
|--------------|---------|---------|---------|---------|---------|---------|---------|
| Latin | 8 | 38 | 115 | 73 | 220 | 272 | 133 |
| | 9 | 1,407 | 2,306 | | | | |
| | 10(IX) | | | 2,466 | 2,805 | 2,337 | 1,293 |
| combined | 10 | 1,444 | | | | | |
| | 9 & 10 | 14 | | | | | 737 |
| | 20 | | 1,758 | 1,848 | 1,712 | 1,556 | |
| combined | 10 & 20 | | | | 44 | 6 | |
| | 91 | 439 | 542 | 469 | 434 | 349 | 162 |
| | 92 | 301 | 219 | 218 | 193 | 170 | 69 |
| combined | 91 & 92 | | 30 | 22 | 59 | 32 | 40 |
| | 110 | 101 | 102 | 51 | 57 | 38 | 45 |
| | 120 | 21 | 26 | 10 | 8 | 12 | 13 |

SPANISH

| | | | | | | | |
|----------|---------|-----|-----|-----|-----|-----|-----|
| Spanish | 9 | 503 | 348 | | | | 143 |
| | 10(IX) | | | 454 | 311 | 421 | |
| | 10 | 195 | | | | | |
| | 20 | | 236 | 207 | 161 | 201 | 97 |
| | 91 | 22 | 5 | 6 | 10 | | 10 |
| combined | 91 & 92 | | | 12 | 15 | | 2 |

British Columbia simply required two years of language study in addition to that in grade eight. This voluntary arrangement in grades eleven and twelve has led to a dramatic falling-off of language enrollments. In French from grade ten to eleven, for example, 1962-63 saw 46 per cent continue its study, 1963-64, 41 per cent, and 1964-65, a low of 31 per cent.

Two recent decisions render firm predictions hazardous. Students in the academic stream of 1965-66 are now required to pursue a language for three years in addition to grade eight French before graduation. Latin and Spanish teachers have petitioned the Department to redress the initial advantage given French at the grade eight level. Steady erosion in already diminished numbers accounted for their protests. Commencing in 1966 students will be able to opt a third language in grade eight - the second must remain French. Little immediate change is expected: few schools offer a comprehensive programme in later grades now; the difficulty of providing continuity through the grades; problems in hiring extra staff; an already crowded timetable. The second change will come with the offering of two year language courses in the senior secondary school, grades eleven, twelve, thirteen, for those pupils not having studied the language before.

A report on the courses in foreign languages offered in provincial schools further highlights the disparity among these options.¹⁵ Only one-quarter of the 407 schools offered

15. Department of Education, Schools Teaching Foreign Languages, 1963-64, (Victoria: mimeographed, n.d.)

two or more languages. The most popular double combination was French-Latin in 57 schools, a distant second was French-German in 21, and only three provided French-Spanish. Sixteen schools offered three language options: French-German-Latin in ten, French-Latin-Spanish in four, and two with French-German-Spanish. Only seven schools provided a complete range of the four. French was the sole constant in all the combinations. Those schools offering a complete series of at least four courses in a language further reveals the strength of French. Many pupils in other languages must discontinue study after one or two years.

1962-63 Provincial

Schools offering various
courses in languages:

| Number of courses | 1 | 2 | 3 | 4 | 5 plus | Total |
|-------------------|----|----|----|----|--------|-------|
| French | 10 | 39 | 61 | 64 | 99 | 273 |
| German | 18 | 12 | 3 | 6 | 2 | 41 |
| Latin | 19 | 21 | 20 | 11 | 6 | 77 |
| Spanish | 6 | 9 | 1 | 0 | 0 | 16 |

Several administrative blocks restrict too great an extension of language studies. First, their selection is limited to the academically able. Grades nine and ten, the junior secondary school, are preparatory for firmer options in the senior years. Only the academic stream is preferred.

"The study of language - Latin, French, German and Spanish - with their demands for concentration, judgment and discrimination, can make a significant contribution to the education of pupils, particularly those who have better than average learning ability." 16

16. Department of Education, Administrative Bulletin for Secondary Schools (Victoria: Division of Curriculum, 1962), p. 35.

Second, it is extremely difficult for a student to select more than one language option. Most students in the senior grades choose two sciences. Although many degrees at the University of British Columbia require one year of language study, a decision by Simon Fraser University to ignore a language for entrance in Arts should reinforce the science bias. Third, students who pursue more than the required minimum with French 92 find a heavy load at the university. University French 110 virtually assumes that the freshman knows no French - products of French 92 on the other hand must face a rigorous French 120.¹⁷ Only the hardest desire the experience of a tough programme.

17. University of Victoria, Calendar 1964-65, p. 68.

110. (3) First Year University French
(Prerequisite: French 20) - Study of French texts; grammar; pronunciation. Texts: Wilson Micks, Review of Basic French; other texts to be announced. (4-0:4-0)
120. (3) French Language and Literature
(Prerequisite French 92) - Study of French texts; grammar; pronunciation. Texts: Molière, Le Bourgeois gentilhomme; Vercors, Le Silence de la Mer; Representative French Poetry, Graham; Carlut-Brée, France de nos jours; Grammar: Sonet and Shortliffe. Other texts to be announced. (4-0:4-0)
210. (3) Second Year University French
(Prerequisite: French 110) - Reading of the following texts: Molière, Le Bourgeois gentilhomme; Contes Modernes, revised edition, 1949; Vercors, Le Silence de la Mer; Representative French Poetry, Graham; other texts to be announced. (4-0:4-0)
220. (3) French Language and Literature
(Prerequisite: French 120) - A study of the following texts: Dougherty, Perspective de la Littérature Française; Sartre, Les Jeux sont faits; Mauriac, Thérèse Desqueyroux; Gide, La Symphonie pastorale; Representative French Poetry, Graham. Reference: Sonet and Shortliffe, Review of Standard French. (4-0:4-0)

No compulsory time allotments are set by the Department of Education. Generally three periods at thirty-five minutes weekly are common up to grade ten. Five at forty minutes are common in eleven and twelve. No attention was paid to grade thirteen, the equivalent of first year college.

1. The Third Languages.

Spanish is virtually a one year course of study for those who elect it.¹⁸ Fifteen schools in the province provided it in 1964-65. That subject operates under a number of handicaps. Administrators do not want to offer it since they maintain that there are insufficient teachers to maintain continuity. For example, to offer a Spanish option in a school with only one qualified teacher is dangerous. That pedagogue can be transferred and then the students cannot continue. Furthermore, so few schools provide the subject, a student who moves out of the district would be unable to carry on in the new school. Many students looking for an easy language option arrive in first year Spanish - their weak academic background soon forces them out. By grade twelve and thirteen most pupils in Spanish sustain their studies by correspondence.

Current Departmental effort in German was directed toward a new series of texts.¹⁹ The Holt, Rinehart series chosen was not the Audio-Lingual Materials series now being tried out in two provinces - rather the selection concentrates upon a reading

18. Appendix B.

19. Appendix C.

approach. Fourteen schools in the province taught German in 1964-65. Frequently the teachers of German are of Mennonite background. German 90 is a type not found in the other options. This course is designed for students commencing German at a later than usual time. Although a fair number of pupils select the course, the accelerated approach exhausts many.

Russian is not a regular option. Since its introduction in 1958 a high point of five high schools offered the subject - only one does in 1965-66. The remnant exists in the Kootenays in a Doukobor district. Although the students are mainly from one ethnic background, the intent of the general objectives emphasizes the importance of Russian for general education. The foreword in the teachers' guide stresses the proximity of Canada to the U.S.S.R. and the growth of Russian in science and technology.²⁰ The Department of Education maintains tight control to ensure the quality of the course: the competency of the teacher must be approved by the Department; the teacher must follow the prescription of the Department; and adequate facilities and equipment must be provided by the school. There is special need in the two year course - one examiner reported that he knew that many of the students writing the examination could speak the language, but their written work was mediocre. It is doubtful if the subject will claim many more adherents. Schools that offered Russian usually did so after school hours as a supplementary option. Vancouver's experience is typical. The course started with 50 pupils and within two months was down to ten. Russian remains an experimental programme after seven years.

No new languages will be added in the foreseeable future. The Chant Commission barred two:

"The Commission recommends that neither the Chinese nor the Japanese languages be added to the already heavily crowded programme of the secondary schools of the province. It should be kept in mind that instruction in these languages is available through other means, so that excluding them from the curriculum does not eliminate all possibility of learning them."²¹

Although Premier W. Bennett subsequently declared that British Columbia is closer to Japan than to Ottawa, the Commission's stand does not appear ready to be overthrown. A few souls in Vancouver have pressed for the introduction of Italian. The Minister of Education has refused on the grounds that there is insufficient demand, a lack of qualified teachers, and potential enrollments are scattered among a large number of schools. A number of remarks about Balkanization of British Columbia if various ethnic groups are catered to probably is a more fundamental fear.

2. Secondary School French.

The major effort of the Departmental revision committee in French is directed towards finding continuity in texts for a five year sequence. Current satisfaction with the set employed in grades eight through ten²² means that one must be found in the next two grades. Some attempt has been made to work some aural-oral skills in the existing text framework, such as providing dialogues in class.

21. Royal Commission on Education, p. 319.

22. Le Français Vivant (Stock, Stock, and Jeanneret) in grades eight through ten; Cours Moyen de Français (Jeanneret, Hislop, and Lake) in grades eleven and twelve.

Little activity was noted in variation to the grammar-translation emphasis in French. Undoubtedly individual teachers do a creditable job of introducing conversation in the language in class, however, their efforts are in addition to the materials at hand.

Vancouver proper has led the province in trying out some new materials. Voix et Images forms the bulk. Every secondary school has been equipped with slide projectors, tapes and filmstrips. Only the assigned texts are provided by the Department, the city school trustees must finance the two to three tape recorders per schools plus the Chilton materials. Voix et Images has not replaced the provincial course. It supplements or enriches. For example, one French department shows selected sections to certain groups in the school. Teachers receive some in-service training in non-credit sessions, 3:45 to 5:30, once weekly for a few months at a fee of \$15. Until 1965-66 one half the schools in Vancouver were equipped with language laboratories and the remainder with Voix et Images. The latter aroused more enthusiasm among teachers and led to its extension.

Not too much enthusiasm was demonstrated for the so-called packaged programmes in French that stress an audio-lingual base. Expense was cited as a major hurdle; audio-lingual materials "can be boring"; good teachers alone can motivate the pupils; students "resent" constant mechanical repetition. Lack of exposure by many educational leaders to the new programmes is a definite handicap to any major shift. The corporal's guard who have experienced Voix et Images, for example, places British

Columbia only slightly ahead of Newfoundland and Prince Edward Island in extending audio-lingual courses.

3. Elementary School French.

Elementary school French correspondingly is in a weak position. During the 1950's such programmes were growing in urban communities in a similar fashion to what was found in most provinces. Victoria, for example, was one of the pioneers in Canada. The Chant Commission contributed to the death of most of these efforts:

"The Commission is in full agreement regarding the importance of French as a Canadian language, and would strongly support any practical proposal for improving the opportunities provided for English-speaking pupils to gain facility in the French language. But some of the above claims are not considered to have enough factual support to justify drastic alterations of the elementary school programme, particularly in the primary grades, in order to introduce the study of French at a very early age.

The Commissioners made some personal observations of classes in oral French where the instruction had been commenced in the intermediate grades of elementary school. Although the instruction seemed satisfactory, the rate of progress displayed by the pupils after three or more years of instruction was less than expected. It appeared that after this amount of instruction the pupils had achieved a level of proficiency that would ordinarily have occurred during a much briefer period of instruction in high school."23

The Commission did feel that two years of language study were insufficient and did recommend a longer programme including compulsory French in grade eight.

23. Royal Commission on Education, p. 317.

Subsequent declarations from the Department of Education have reconfirmed the intent of the Commissioners. Officials in 1963 stated that the idea of grade one oral French in the province was 'anywhere from difficult to ridiculous'.²⁴ The statement by Premier Bennett that same month that French instruction soon would commence in grade one 'apparently caught Education Minister Leslie Peterson by surprise'.²⁵ The Minister's reply to British Columbia School Trustees' Association in October, 1965, summarizes the current position:

"Under present Provincial policy the teaching of French in elementary schools is approved under certain conditions and at the discretion of the Board of School Trustees. It has not been demonstrated that students who have studied French in elementary schools have a 'High degree of success in secondary school French courses.' This conclusion may or may not be valid. Results of studies undertaken in the Province are inconclusive. The most significant factor appears to be the competence of the teacher. In view of this and the shortage of elementary school teachers competent to teach French it is considered desirable to continue the policy of permissive authorization for the time being."²⁶

Another block to the introduction of elementary French programmes rests upon the results of an "experiment" carried out by Department of Education over a five year period, 1957-1961. Approximately 1,400 pupils in grade five over three years were followed and

24. Vancouver Province, April 26, 1963.

25. Vancouver Sun, April 3, 1963.

26. Letter from the Minister to the B.C.S.T.A. on resolutions adopted at the 1964 annual convention. No date.

matched with non-elementary school French pupils in the secondary grades. Most came from Vancouver, Victoria and Coquitlam. Materials were supplied by the Department which withdrew its support in 1961. No significant difference was found between the experimental and control groups in tests on reading, writing and speech. The explanation lies in part with difficulties in maintaining a perfect match - intelligence, academic ability, etc. Of more importance was the treatment of the elementary school French products in the secondary school - they received the same programme as the others and so their initial lead was dissipated in regular classes. Unfortunately a lack of hard evidence of solid gain still substantiates the case of those opposed to elementary French.

School districts can introduce French in the elementary French with permission. The Department of Education provides a teaching guide for grades six and seven.²⁷ Quite detailed suggestions fill the publication which draws upon the Bradford series for texts. No formal testing of pupils is advised; reading is delayed until the second year.

The province's only major project in elementary French occurs in Coquitlam. Although the district dropped the course in 1961 with the withdrawal of Departmental support, it was resurrected in 1963 at the grade five level. Succeeding years saw grades six and seven added to all schools in the district.

Home-room and three itinerant teachers carry on weekly twice times thirty minute periods. An aural-oral approach is desired with reading of Tautor et Tristan and Paul et Jacqueline in the latter two grades. Films and filmstrips are available in the central administrative office. The supervisor of the intermediate section of schools exercises some coordination over the programme. Revisions in material are produced by the itinerant teachers. Although Coquitlam contains at Mallardville the largest concentration of French-speaking people in British Columbia, that had no bearing in the decision to introduce French. Local staff members appeared keen and the School Board has a reputation for introducing new courses. There are very few French-speaking teachers on staff though two of the itinerant are. The major problem of elementary French in Coquitlam appears the large number of newcomers entering classes without any background in the language.

Vancouver operates the second major activity.²⁸ The first is the regular school day programme carried on in grades six and seven in those schools where there is a qualified teacher. Generally three weekly periods of twenty minutes are taught by these classroom teachers. They are expected to possess some fluency which means at least a course or two in university French and some aural-oral skills. Students are taken from the most academically able in the school. Transfers of staff often

28. Vancouver has a reputation for being the leader in language studies in the province. Most of the Department of Education's French sub-committee come from that city. In total equipment the city is far ahead. The school board requested that the Minister of Education permit instruction in French from grade one. A grade eight through twelve pattern in schools stimulates continuous courses.

defeat continuity in the course - particularly since a small minority of schools provide such instruction. The second effort is much larger in numbers. Some 600 children attended Saturday morning classes during the 1964-65 school year. The Department of Education programme served as a guide together with many games, songs, and stories developed by the thirty-three teachers. Students paid \$20. for the 20 sessions which played down reading and writing. A more structured approach was attempted in the fall of 1965 when pupils were divided on proficiency and made use of the secondary schools' language laboratories.

A few districts offer French on this out-of-school basis. Usually the classes are voluntary and directed to above average students. The odd school has summer school classes in conversational French. Little extension is foreseen in the immediate future. The decision to introduce French in grade eight depleted an already short supply of teachers. Most districts cannot afford to deflect teachers of French from the secondary schools. Victoria illustrates this need. That city pioneered in the teaching of French in British Columbia. The programme was dropped when the Department withdrew its financial support to the experiment in 1961. Local administrative offers refuse to resurrect the programme on a piecemeal basis - all schools must offer French or none will.

Some modification was noted in the universal application of the grade eight French programme.

"French has been made a constant to provide pupils with introductory experiences in the learning of a modern living language through the use of realistic situations involving hearing, speaking, reading and writing. It is expected that all or more pupils will benefit from the experience of learning how others express thought and how they too can communicate in a language other than their own." 29

Some schools only register three-quarters of the class while others compel all. The provincial total demonstrates that 95 per cent of the grade are enrolled. A general avoidance of failing a student in grade eight French led French teachers in the B.C.T.F. to request that those pupils "weak" in that grade be forbidden to proceed to the next grade. The Federation's curriculum directors did not approve the suggestion.

4. Testing of Languages:

Although the Department of Education has not developed tests to assess aural-oral learning in pupils, marked progress is noted in the paper and pencil tests in British Columbia. A cursory glance at Departmental tests separated by forty years³⁰ reveals qualitative advances. Perhaps the examination of 1920 was one-half hour longer, but a more comprehensive range of skills in written French were demanded in 1965. The current form included more in French to English rather than English to French, opportunity for free expression in French and not just translation, a broader base in vocabulary. Some employment of objective items in the Cooperative Test developed by the Division of Tests, Standards,

29. Department of Education, Administrative Bulletin for Secondary Schools, 1962 (Victoria: Division of Curriculum, 1962), p.10

30. Appendix F.

and Research of the Department of Education might horrify those who look to essay questions for requiring students to organize and to synthesize their knowledge. Yet, the objectivity desired in grading and a standard method of application is part of a more positive approach to testing in the schools. Rather than simply operating as another hurdle for the student, the cooperative test is important in providing suggestions for improvement in instruction. Analysis of items, for example, permits opportunities to relate a student's performance to the population as a whole, comparisons over time, development of more valid items.

The position of third languages in British Columbia is somewhat similar to that found in other provinces. Spanish, however, only is found in the west coast province and Ontario. Although little activity was noted in elementary school French the province is extending compulsory language offerings up through the grades. This upward movement is singular. The pupil must complete certain years of a subject - not write a common examination in all areas.

III. Teaching of Languages:

There is an acute shortage of teachers of French in British Columbia. In part this state can be explained by the encouragement of top students of French at the provincial university in Vancouver to steer away from a public school career. Furthermore, the courses in methodology at the same university have rested upon one individual. Whether she is in residence or not has proven important in the matter of training. Few French teachers have been produced at the University of Victoria - nine in 1964-65 and

two in 1965-66. Perhaps the competition offered by Simon Fraser University might stimulate some changes. That institution has not established traditional courses in methodology - students are sent into the schools to visit and to teach and report back for individual conferences with staff members. The founding of La Maison Française at the University of Victoria in the summer of 1965 should provide a local source for some training in aural-oral skills. The four week non-credit course provided three hour daily classes in Voix et Images de France and meal-time conversations, soirées, games and other activities.

Little in-service activity is found in school districts. The absence of supervisors of French in British Columbia is explained by the same cause. Teachers are regarded as professionals and as such can administer their own affairs. A few districts have appointed consultants - North Vancouver has one in languages - who come out of the classroom for one year. No supervisors are found at the provincial level as well. The British Columbia Teachers' Federation (B.C.T.F.) has gone on **record** on three occasions against such positions. Opposition is based on an antipathy against personnel who probably will sit in offices and write reports and have little impact on actual teaching. Although many secondary schools appoint department chairmen, this position is usually confined to such administrative tasks as the setting of examination papers and providing supplies.

Few teachers of a French-speaking background were noted in British Columbia. Another group is quite active in provincial teaching circles - graduates from English and Scotch universities.

One cannot accurately estimate their numbers, however, on point of origin of original certificate to teach, British Columbia leads other Canadian provinces with those from the United Kingdom.³¹ Their orientation is to France and to many the language of Quebec is regarded as patois. A number were quite insistent that if cultural objectives are important then they should be taught in social studies - not French. Since approximately one-half the teachers to whom the researcher was referred were of this national background, one can conclude that their influence is much greater than their numbers otherwise warrant.

Some teaching supports are provided by the Association of Teachers of Modern Languages of the B.C.T.F. This group publishes a newsletter containing lesson topics, lists of current books, notes on Departmental regulations, and Lingua, a collection of articles on latest trends in the field of language.³² Various aids, as drills in verb tenses and exercises in translation into French, are distributed at a trifling sum through the B.C.T.F. office. Two one day workshops in improvement of French instruction were held in the province in 1964-65. These Saturday workshops frequently do not attract the teachers who really need help. An evaluation of the grade eight French programme is planned by the Education Division of the B.C.T.F. The Modern Language Association

31. Original certificate United Kingdom - Ontario, 848; British Columbia, 599; however, on a percentage of total teaching certificates, Ontario, 1.5%; British Columbia, 4.5%. Dominion Bureau of Statistics, Salaries and Qualifications of Teachers in Public Elementary and Secondary Schools 1962-63 (Ottawa: Queen's Printer).

32. Appendix G.

is dominated by the teachers of French. Although all groups receive space in the magazine, the annual convention in the spring of 1965 revealed the problems of the third languages. Out of a total membership of some 300 teachers, 80 attended the session on French, two in German and one in Spanish. An attempt to establish a series of summer non-credit courses in French died due to insufficient support. One stressing methodology in aural-oral French over a two week period attracted a score to Kelowna.

Films and filmstrips are divided between two major sources in the province. A small number reside at the Audio-Visual Department. The 50 filmstrips are primarily National Film Board releases; some titles from the Quebec government are counted among the 35 films. Most film titles are now deposited with the Vancouver Film Council. A French film library was established in the spring of 1965 to handle distribution for British Columbia and the Yukon. An attractive brochure was printed and distributed to various schools.³³ Five schools had taken advantage of the service within the second month - a fairly encouraging sign since schools must pay for service. Films from the Audio-Visual Department are rented free.

A vast variety of teaching aids are available from the office of the French Consulate General in Vancouver.³⁴ The following is a list of some of the major items: reference service

33. Appendix H.

34. Much depends upon the vigor of the consulates of France throughout Canada. Although certain of the British Columbia services can be duplicated in other centres, little activity from most local consulates was found by the researcher.

on topics on France; posters, maps, phonograph records; French films with English dialogue for social studies' classes; school prizes for top students in French; new collections of films every three months from the Embassy in Ottawa; 18 collections of books and periodicals on a variety of topics; a lending library of some 1,600 titles. As the office distributes materials to many organizations aside from public schools, statistics on school activities cannot be stated accurately. Undoubtedly schools have contributed to the almost doubling of items distributed from 1963 to 1964 - 24,000 to 41,220. One high school French department for example orders one French film each week.

There are few language laboratories in the province. Vancouver had one in every secondary school by the fall of 1965. Their version is the audio-active, a laboratory that costs \$6,000. each. One-half the class operates the laboratory while the remainder study. No count has been made of the numbers of tape recorders in the province. One unofficial estimate places about one-half of those used in schools as the personal property of teachers. A large high school in Victoria with 24 sections of language only has one tape recorder; this acute shortage is magnified by further problems over availability of tapes and extension cords. Practically all schools in the province have motion picture projectors and a fair number have filmstrip projectors. Unlike such departments as home economics and science language has not received recognition in the field of equipment. Whereas the former two are assumed to need many mechanical aids, language operates on a hit-and-miss fashion.

Radio broadcasts in French from the Department of Education have witnessed a growing audience: 1958-9, 9,500; 1962-63, 13,000; and 1964-65, 15,000. Two series are aimed at grades nine and ten due to more time permitted by those course requirements. Ecoutez, alternate Mondays from January through March, enriches through production of plays and reading of poems.³⁵ First French running about a similar length of time is based more directly on the course. Original scripts take the course vocabulary and work into such situations as boys finding it necessary to wash a car. Student guides are provided. A "terrific response" is magnified by the taping of programmes by many schools for later use. The first year of French To Use appeared on television in 1964-65. Functional settings, as how to get a hotel room, are created in situations that can commonly be found in France.

The general situation of libraries in the province requires a drastic increase in resources. A Departmental survey noted a host of administrative problems aside from the customary lack of titles: only a small minority of schools have clerical help; the library is frequently used for non-library purposes; a narrow range of periodicals is offered students; not all classes are regularly scheduled in the library. One special area important in providing realia in aural-oral teaching - the picture file - was rarely found:

"This is surprising. One would expect to find some form of this valuable teaching aid in every school, even the smallest. Next to the blackboard itself, it is still the major visual aid; a library should expect to administer it for the general use of the school."³⁶

An attempt in educational television must be noted in this report on British Columbia. Efforts in this field are described in the surveys on Nova Scotia, Alberta and Ontario. Each emphasizes a different approach - Nova Scotia the teaching of a locally-developed course to the entire province; Edmonton-Calgary, an elementary programme, featuring a canned series from the United States correlated with local efforts; The Metropolitan Educational Television Association in Ontario, enrichment of the existing programme. The medium employed by the three is open circuit television - British Columbia on the other hand looks to a closed circuit approach, one that is more in following the tenor expressed in the Fowler Commission on broadcasting:

"The question, then, of knowing whom one wishes to teach, and when and where and for what purpose, becomes important. It appears that the closed circuit technique is better suited to purely scholastic programming, because it affords greater flexibility and adaptability to differing regional and provincial requirements."³⁷

Closed circuit broadcasting appears to relieve certain administrative difficulties such as the limited amount of time available

36. Department of Education, Survey of British Columbia School Libraries, 1964 (Victoria: Department of Education, 1964), p.62

37. Royal Commission on Broadcasting, (Ottawa: Queen's Printer, 1965), p. 274.

on commercial channels and restrictions to a specific time each school day. Tight schedules particularly in secondary schools deflected much of the potential audience in Nova Scotia and metropolitan Toronto. The co-axial cable permits a closer approximation to an ideal where educational television is an integral part of the lesson as another aid. Programmes are beamed at varying times during the day; videotapes permit later showing; local broadcasting allows adaptations to district needs.

Since 1960 British Columbia Telephones has undertaken a study of educational television in the province. The first system was established in the Education Department at the University of British Columbia in 1962 and North Kamloops became the first secondary school two years later. French, English, social studies and mathematics were the four courses introduced. French for grades eight and nine did not continue in the following school year.

Inspiration for the system adopted in Kamloops came from the pattern adopted in Anaheim, California. This district has pioneered a 'Redeployment Plan' which allows reallocation of staff and students in classes of varying sizes. The main impetus in Anaheim was a desire to introduce new subject matter with a limited number of available staff. Television would permit a saving in staff as well as a means for in-service education of teachers. One example suffices:

"A comprehensive conversational Spanish program
(6,000 students, grades 4, 5 and 6)

| Needed | Standards Techniques | Television | Saving | Dollar Saving | 38 |
|----------|-----------------------------------|------------|--------|---------------|----|
| Teachers | 20 (Impos- sible to locate) | 3 | 17 | \$102,000 | " |

The failure of a bond issue in Kamloops forced local authorities to re-examine traditional patterns or adopt a shift system to take care of overcrowded classes. While Anaheim was concerned with a teacher shortage, Kamloops faced a classroom shortage.

Team teaching and varying class size are noted in Kamloops.³⁹ Students meet in groups of 120 plus in the lunchroom to receive television instruction for one-half to two-thirds of instruction time. The remainder is spent in smaller groups. Motivation, exploration, demonstration is provided in the large group and individual follow-up and feedback comes in the smaller groups. Teachers of the same class must team together to coordinate the common and individual groups.

Anticipated benefits did not accrue in 1964-65. Although the test results did not reveal any loss to students in formal academic gains over a year, authorities felt that teachers did not exploit the potential of television in fostering development in areas where that medium has strength. In part this was due

38. Robert Shanks, "The Anaheim Approach to Closed-Circuit Television", in Robert M. Diamond, A Guide to Instructional Television (New York: McGraw-Hill Book Company, 1964), p.67

39. Appendix J.

to a too rigid following of the regular Departmental curriculum. Three elementary schools are now tied to the secondary school and the series of Chez Hélène is taped for their use. Other districts in British Columbia are building closed circuit facilities into their school systems. Certain schools that cannot find teachers of French look to this medium as the only device to provide instruction. The cost is not too high - Kamloops rents the cable, studio, 45 receivers for \$1400. per month.

Language enrolments in correspondence studies do not approximate those of students regularly attending day classes. While French still maintains its lead over other offerings, German in particular has a larger percentage of adherents. Latin still demonstrates a continuous decline. Certain internal shifts, such as the doubling in French numbers at the grade eleven and twelve level in one year⁴⁰, illustrate the difficulty in making accurate predictions. However, the total number of correspondence students is fairly substantial.

The student lesson guides in British Columbia are more imaginative than those seen in most provinces.⁴¹ Their illustrations

40. Language enrolments:

| | 1960-61 | 1961-62 | 1962-63 | 1963-64 | 1964-65 |
|---------|---------|---------|---------|---------|---------|
| French | 1187 | 1351 | 1440 | 805 | 1334 |
| German | 740 | 796 | 700 | 594 | 716 |
| Latin | 740 | 751 | 670 | 375 | 487 |
| Spanish | 407 | 454 | 369 | 503 | 445 |

41. Appendix K.

provide an interesting diversion from the usual format of type following the text under study. Some use of records is made to teach phonetic drills. Fragility prohibits too extensive employment of this aid.

Correspondence education in Canada deserves study by the Royal Commission on Bilingualism and Biculturalism. Despite a large total enrolment across the country, language studies in each province are not large enough to cause much concern. Yet, some pooling of efforts could lead to more effective means of instruction. First, programmed instruction might be more effective in teaching the basics under a grammar-translation type of course commonly found in correspondence language guides. A programmed course requires defined responses from a student through the design of sequential frames. In a correspondence course where the student has no face-to-face contact with the instructor, the role of the teacher in programmed learning would analyze student responses to programmes and tests and to revise programmes on the basis of this information, plus questions sent in by the students. The high costs entailed in constructing adequate courses restrict adoption on an individual provincial basis. Adherence to a local course of studies might preclude inter-provincial adoption - yet, maybe some advance could be made in programming a common basic set of skills. A second area is the use of audio-visual aids in teaching correspondence students. Some provinces do not employ any, a couple rely upon a few phonograph records. The wide potential in correspondence education was discussed in a conference sponsored

by the United States Office of Education in Austin, Texas, a few years ago.⁴² A number of devices relevant to language study were discussed - 8mm film, lower speed tapes - and illustrate the technological revolution that facilitates instruction.

Naturally a number of obstacles will retard immediate developments in the field. Fees are generally low now - frequently about \$10. per pupil - and expenses entailed in audio-visual essentials would produce dramatic rises in costs. Furthermore,

"If one cannot teach well without equipment, one should not expect to be able to teach well with it. Although the establishment of aims and objectives is a standard procedure in American education, we often find that these have been more idealistic than realistic or more theoretical than practical."⁴³

IV Conclusion

The position of language studies in British Columbia in certain ways resembles that faced by many other provinces a few years ago. Late development is witnessed in the elementary school programme - voluntary French in a few school districts - and the small impact of audio-lingual based materials. The addition of compulsory grade eight French and another year of language study has produced a rapid rise in enrolments.

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42. Joseph C. Hutchinson, "The Technology of Modern-Language Learning", in Curricular Change in the Foreign languages (Princeton: College Entrance Examination Board, 1963), p. 53.
43. "Audio-visual Media in Correspondence Study", Audio-visual Instruction, October, 1963, pp. 590-593.

The slower introduction of the "new" courses has postponed some of the conflicts found in other areas - the need for articulation between the elementary and secondary programmes, a crash drive for more teachers of language, the development of Departmental aural-oral testing.

Two divergent paths are possible. On the one hand interest in educational television might lead to more reliance - at least in the middle grades - on a mechanical substitute for the human teacher. The ghastly shortage in certain rural areas should stimulate such efforts. On the other hand opposition could come from the conservative nature of the leadership among teachers. This could be due to the large number of Scottish and English trained teachers in the province.

The place of "hard" data must be noted in British Columbia. A number of attempts at examining the existing situation in the province were noted in this report - such data is absent in most provinces. Although criticism can be made of the experiment conducted in elementary school French, at least it was an attempt. Most innovations in Canadian education receive much less rigorous scrutiny.

The mountains act as a psychological barrier between British Columbia and Canada. Continuous reference from natives about the climate made the researcher somewhat giddy. Consequently, the report went into fields not found in other provincial surveys. Two further quotations will conclude this interest in some unexpected variables key to second language teaching:

"In a four-year study involving 6,000 fifth-graders, Denver educators and the Stanford Institute of Communication Research found that the pupils who used broken-down machines did better than either the teacher-directed or the programmed-text groups at every I.Q. level.

The early model teaching machines were constantly breaking down and the pupils became adept at repairing them. Some teachers estimated that at least 25 per cent of language practice time was taken up with fixing machines. The more highly trained teachers who had been thoroughly briefed on the machine, put the equipment aside at each breakdown, called for repairmen, or substituted other activities.

'The fact that the machines broke down so often and had to be repaired apparently involved the pupils with the machine', the report notes. 'They became proud of their ability to keep the machine going ... The effect of the balky machine must have been not to disadvantage the pupils but to motivate them'." 44

and,

"Still, the most important lesson I learned in school was from that French teacher. She gave another student a higher grade than mine, though I had been conspicuously pulling the class along all term, and when I called her on it, more in bafflement than in anger, she explained that she had marked me down because of my 'attitude'. I had tried to 'monopolize' the class time, she said, and by my constant 'showing off' had discouraged students who found the subject more difficult. That explanation, with its obvious logic and justice, did more to discipline me mentally than all the French, Latin and Spanish I took put together. It also taught me more about a practical scientific method than I learned from algebra, geometry, chemistry and biology combined. In fact, starting from there, I had learned enough about method by the time I got to college to refuse to recite in class altogether." 45

44. Phi Delta Kappan, November, 1964, p.133.

45. Ethel Strainchamps, "Plight of the Intellectual Girl", Saturday Review, November 19, 1960, pp. 63-64.

APPENDIX A:

Department of Education: J.Hind, director, secondary correspondence education; P. Wilkinson, assistant registrar in charge of teaching; F. Levirs, assistant superintendent of instruction; J. Meredith, director of curriculum; R. Kirham, assistant director, audio-visual department.

Teacher training: S. Boyles, Department of Education, University of British Columbia.

Teachers: L. Shorterer, audio-visual consultant, Kamloops; R. Gordon, secretary, Modern Language Association; K. Aichison, W. Allester, B.C.T.F.; P. Mutter, director of instruction, Coquitlam; J. Wilson, assistant superintendent elementary, Vancouver; D. Pritchard, secondary school inspector, Vancouver; four teachers, Vancouver and Victoria.

Others: National Film Board, Vancouver; French Consulate General; A. Gutman, B.C.S.T.A.; Vancouver Film Council; J. Mathews, B.C. Telephones.

APPENDIX B:

Province of British Columbia - Department of Education - Division of Curriculum - Curriculum Guide - Secondary School (1964) Languages (French, German, Latin and Spanish). (Available on file)

APPENDIX C:

Province of British Columbia - Department of Education - Division of Curriculum - Curriculum Guide - Junior Secondary School (1965) Language (German) (Available on file)

APPENDIX D:

Province of British Columbia - Department of Education - Division of Curriculum - Curriculum Guide - Programme of Studies - Russian 10 E Experimental Edition (1960). (Available on file)

APPENDIX E:

Province of British Columbia - Department of Education - Division of Curriculum - Supplement to the Programme for the Intermediate Grades, French Grades VI, VII (1964) (Available on file)

APPENDIX F:

British Columbia Department of Education - Grade XIII Examinations - June, 1965. French - (Available on file)
Office of the Director, Division of Test, Standards and Research, Department of Education - Victoria, British Columbia - B.C. High School French Test, Form S - May, 1958 - (Available on file)
British Columbia Tests - Directions for Administering and Scoring B.C. French 10, Form A - Division of Tests, Standards and Research - Department of Education (Available on file)

APPENDIX G:

Lingua - Vol. 4, No. 1 - Journal of the British Columbia Association of Teachers of Modern Languages of the British Columbia Teachers' Federation. Published by the B.C. Teachers' Federation. (Available on file)

APPENDIX H:

The National Film Board of Canada - French Language Films - Guide for French Films (Available on file)

APPENDIX I:

Ecoutez! 1964 - B.C. School Broadcasts - Department of Education - Student Guide for Six Programmes to Supplement the High School French Course - (Available on file)

APPENDIX J:

Educational Television - A Management Digest - Prepared by the Marketing and Sales Department - January 1965 (Available on file)

APPENDIX K:

Department of Education, Victoria, British Columbia - Secondary School Correspondence Courses - German 9 (Available on file)

REPORT ON THE TEACHING OF SECOND LANGUAGES
IN THE PUBLIC SCHOOLS OF ONTARIO

Prepared by Lionel Orlikow
December 31, 1965.

I INTRODUCTION

"Like Thor on the ramparts of Valhalla, the Minister of Education has been hurling thunderbolts among the bureaucrats entrenched in the outmoded structure of the Ontario education. Fifteen hundred three man boards have disappeared. The veil of obscurity has been lifted from Departmental operations. The Department has joined in partnership with teachers, trustees and others in the work of the Ontario Curriculum Institute. Now comes the thunderbolt of all (so far): The old elementary and secondary branches of the Department have been merged within a single Programme Branch". (1)

So many changes are occurring in Ontario that prediction is hazardous. A few of the changes underline the multifarious leadership initiated from the Department of Education: the establishment of a Department of University Affairs; decentralization in such areas as audio-visual depositories; integration of supervision, curriculum and examinations into a programme branch; increased grants for school libraries; establishment of a provincial educational television network. Undoubtedly all will have some effect upon second language study in the province.

The courses in language should have repercussions across Canada. Merely through the absence of any near rivals, Ontario can move into a dominant role. First, that

1. "Comment", The Education Courier, March, 1965, p. 7.

province far outstrips any other system of public schools in numbers of students - a critical factor for any textbook publisher. The resources of certain large urban centres - research, supervision, per pupil expenditures, audio-visual aids - are superior to most provincial departments of education. Second, the Canadian Education Association has not moved into any position remotely resembling a federal ministry of education found in other countries. While staff will be increased, the C.E.A. will probably remain a centre with extremely limited powers. Fear of hurting provincial sensitivities means at most mild reports that avoid any controversy. (2) Teacher exchange under the auspices of the C.E.A. has not been successful. No applicants for exchange within Canada have been found in recent years; a few continue to travel to overseas' points. (3) A potential rival group in the presence of the Canadian Council for Research in Education has been unable to overcome problems of financial support. Third, the Canadian Teachers' Federation has not capitalized on the enthusiasm generated by its conference on modern languages sponsored in 1962. (4)

2. Appendix A.

3. Appendix B.

4. Canadian Teachers' Federation, Teaching Modern Languages (Ottawa: C.T.F., 1962).

The immediate interest of C.T.F. is the organization of specialist interest areas. The first possible area is an association of science teachers. A newsletter will be published to serve as a clearing-house for national developments, and if sufficient interest is generated, a national conference would be called. No activity in modern languages is possible until at least 1967. Fourth, a number of dominion groups only operate in minor ways upon modern language study. The Canadian Film Institute is preparing a list of French film titles for English-speaking viewers. The National Film Board produces excellent titles but the researcher found few used to any degree in public schools in Canada. Visites Interprovinciales sponsors exchange among families and students. This group has been hit by a lack of contact with student programmes sponsored by the Centennial Commission. Furthermore, English-speaking applicants far outnumber the French-speaking ones in Quebec. The Canadian Broadcasting Corporation has produced national programmes viewed in a number of schools. Two recent ones are - Visites au Québec on life in that province and Chez Hélène directed towards pre-schoolers. The Corporation has been quite influential in helping local school French

broadcasts on radio and television. Fifth, perhaps the only conscious effort to organize language instruction on a national level has been exercised by the Canadian Modern Language Review. This quarterly journal has placed representatives from most provinces upon the editorial board and reports developments in languages across Canada. However, the focus of the magazine remains on Ontario teaching. Consequently only about 100 subscribers come from outside that province.

Furthermore, the place of the Ontario Institute for Studies in Education should guarantee primacy. The combination of the Department of Educational Research at the Department of Education with the Department of Graduate Studies at the Ontario College of Education provides an unparalleled grouping of mental and physical resources in Canadian education. Frequently only one person or an organization spearheads developments in language studies in other provinces - the teachers' group in Saskatchewan, the Department of Education in Nova Scotia, the universities in Alberta. Although the predecessor of the Institute, the Ontario Curriculum Institute, did not turn out impressive studies in languages, they were still much superior

to those found in other provinces. (5)

Several qualifications caution against expecting too much change across Canada being generated from Ontario. First, interprovincial cooperation on even a minor key has produced discord. Ministers of Education in the maritimes have met for some years to discuss the topic - little immediate impact was noted. The shift of radio broadcasts in French to English-speaking pupils from New Brunswick to Nova Scotia, for example, produced a major decline in listeners in the former province despite the continued general nature of their content; the two also cannot agree on the numbering of certificates. Second, anything labelled Toronto or Ontario is regarded with suspicion in certain educational quarters. Third, an extreme parochial spirit witnessed among school teachers, school systems, and provincial departments of education, does not contribute to any openness of minds:

"Although representations to Ottawa were being made from across Canada for more money for educational programs, either by direct grants or by amendments to federal-provincial tax-sharing arrangements, the provinces tended to go their own ways in most areas

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5. The three studies by the Ontario Curriculum Institute focused on the modern language picture in Ontario - a survey of the situation, various experiments, recommendations.

of teacher training, curriculum development, and expansion of educational facilities. It was natural that these excursions tended to parallel each other because problems in one province are usually the same as those in another, although seem to occur earlier in some. One cannot help but wonder whether some of the solutions represent a waste of individual provincial effort to solve problems that affect the nation as a whole perhaps as much as they affect the one province alone". (6)

Certain changes in methodology were followed in this report. Although the usual groups were contacted, (7) the vast magnitude of Ontario prohibited a complete picture being obtained in the available time. Few teachers were contacted due to the timing of visits near to the end of the school term.

Only publicly-supported English-speaking schools were surveyed. Bilingual schools where French and English languages are employed are found in public and separate systems. A lag in the introduction of earlier French studies in separate schools minimizes the possibility of any important findings. The conventional designation in Ontario for grades one through eight is public schools -

6. Ralph Mitchener, "Education: English Canada",
Canadian Annual Review 1963.

7. Appendix C.

this report will follow the label applied in other provinces, viz. elementary. One should note that a few elementary schools in Ontario do provide instruction up to grade ten. Grade thirteen is mentioned for the first time in any provincial report. That level is found in New Brunswick and British Columbia - their numbers in the former are insignificant and in the latter the emerging junior colleges are absorbing them out of the secondary system.

II. THE POSITION OF LANGUAGES:

The study of modern and classical languages in Ontario occupies a position unequalled in the publicly supported English-speaking elementary and secondary schools in other Canadian provinces. Students are encouraged to major in language options to a degree unknown in other provinces. First, the university entrance programme favours languages. Until grade thirteen students can only select one science in a school year - a boon to the numerous language options. Second, most university requirements stress more than one language option. Not only do some arts courses permit a student to offer three languages in the total six subjects needed, but also the Philistines in commerce and engineering require at least one language requirement. (8) Third, unofficially it is well known that a student possessing a triple language option - preferably French, German, Latin - has a surer entrée into universities of Ontario over those weaker students who select "softer" courses such as geography. A typical time-

8. A concise summary of entrance requirements is available in Horizons published annually by the Ontario Department of University Affairs.

table in grades eleven and twelve for the top student would find compulsory English and history together with four regular options of French, Latin, a science and mathematics, plus an extra option in German.

Unfortunately the province does not collate enrollment figures by subject. Some indication of trends is revealed in three sources - none representative of the total situation and subject to error in generalization. The first is a complete report on the numbers studying each language in the secondary schools of Toronto, 1959 and 1964. (9) French won the most adherents - the only modern language offered in grade nine, and a rising percentage of the total enrollments as the non-college bound dropped out. The only major shift in the five year pattern occurred in grade nine where seven percent more select French. Latin ranked second in numbers - about one-half the totals in French grades nine through thirteen. An attempt by the Department of Education to discourage Latin studies at

9. Appendix D; summary in Table one. Toronto is compared with Hamilton in language enrollments. Many similarities are noted - slightly over one-half the total enrolled in each grade studied a language; virtually all language students carried French despite various combinations of options. Noted differences occurred in numbers electing German and Latin.

TABLE ONE:

A. Summary of students studying language, Toronto,
September 30, 1959 and 1964.

| <u>Year</u> | <u>Grade</u> | <u>French</u> | <u>Latin</u> | <u>German</u> | <u>Spanish</u> | <u>Russian</u> | <u>Greek</u> |
|-------------|--------------|---------------|--------------|---------------|----------------|----------------|--------------|
| 1959 | 9 | 2,803(48.6)* | 1,595(27.6) | 36 | | | |
| 1964 | " | 4,832(55.4) | 1,812(20.8) | | | | |
| 1959 | 10 | 2,398(49.7) | 1,595(33.0) | 262(5.4) | | 41 | 4 |
| 1964 | " | 3,519(50.8) | 2,227(32.1) | 99(1.4) | | 26 | |
| 1959 | 11 | 2,143(57.3) | 1,249(33.4) | 398(10.6) | | 21 | 21 |
| 1964 | " | 2,926(55.1) | 1,683(31.7) | 433(8.1) | | 31 | 30 |
| 1959 | 12 | 1,779(37.0) | 1,046(37.0) | 293(10.4) | 8 | | 13 |
| 1964 | " | 2,554(62.6) | 1,552(38.0) | 346(8.5) | 25 | 34 | 16 |
| 1959 | 13 | 1,081(67.1) | 422(26.2) | 129(6.9) | | | 6 |
| 1964 | " | 1,671(67.3) | 839(33.7) | 124 | 19 | 14 | 12 |

B. OPTIONAL subjects taken by candidates for secondary
school graduation diploma:

| Number of diplomas | <u>1962</u> | <u>1963</u> | <u>1964</u> | <u>1965</u> |
|-----------------------|--------------|--------------|--------------|--------------|
| | 26,929 | 29,951 | 36,371 | 42,111 |
| French | 22,121(82.2) | 24,938(83.3) | 30,446(83.7) | 35,110(83.4) |
| Latin | 14,546(54.0) | 16,561(55.3) | 19,001(52.2) | 21,517(51.1) |
| German | 2,462(9.1) | 2,841(9.5) | 3,176(8.7) | 3,277(7.7) |

C. Optional subjects taken by candidates in Grade Thirteen
Departmental Examinations:

| Number writing composition | <u>1963</u> | <u>1964</u> | <u>1965</u> |
|-------------------------------|--------------|--------------|--------------|
| | 24,461 | 26,983 | 32,368 |
| French | 16,214(66.3) | 18,806(69.6) | 24,405(75.4) |
| Latin | 7,417(30.3) | 8,451(31.3) | 9,196(28.4) |
| German | 1,676(6.8) | 1,869(6.9) | 2,027(6.3) |

* percentage of total enrollment for the grade.

D. SUMMARY OF STUDENTS STUDYING LANGUAGE, HAMILTON,
December 15, 1965.

| <u>Grade</u> | <u>Language(s) included in the Selected Option</u> | <u>Number of Students</u> | <u>TOTALS</u> |
|--------------|--|-------------------------------|---------------|
| 9 | French | 2595 | 2595 |
| 10 | French, German and Latin | 198 | |
| | French and Latin | 742 | |
| | French and German | 29 | |
| | French | 984 | |
| | Latin | <u>22</u> | 1975 |
| 11 | French, German and Latin | 129 | |
| | French and Latin | 314 | |
| | French and German | 166 | |
| | Latin and German | 2 | |
| | French | 979 | |
| | Latin | 33 | |
| | German | <u>53</u> | 1776 |
| 12 | French, German and Latin | 120 | |
| | French and Latin | 305 | |
| | French and German | 124 | |
| | Latin and German | 2 | |
| | French | 820 | |
| | Latin | 31 | |
| | German | <u>14</u> | 1416 |
| TOTAL | | | 7762 |

PERCENTAGES OF STUDENTS TAKING A FOREIGN LANGUAGE

| <u>Grade</u> | <u>Number</u> | <u>Enrolment in Grade (September 1965)</u> | <u>Percentage of Grade Enrolment</u> |
|--------------|---------------|--|--|
| 9 | 2595 | 4618 | 56.2 |
| 10 | 1975 | 4043 | 48.8 |
| 11 | 1776 | 3211 | 55.3 |
| 12 | <u>1416</u> | <u>2607</u> | <u>54.3</u> |
| TOTAL | <u>7762</u> | <u>14479</u> | <u>53.6</u> |

| <u>Grade</u> | <u>Number of Students taking Language</u> | | | <u>Percent of Grade Enrolment</u> | | |
|--------------|---|--------------|---------------|-----------------------------------|--------------|---------------|
| | <u>French</u> | <u>Latin</u> | <u>German</u> | <u>French</u> | <u>Latin</u> | <u>German</u> |
| 9 | 2595 | - | - | 54.0 | | |
| 10 | 1953 | 962 | 227 | 48.3 | 23.8 | 5.6 |
| 11 | 1588 | 478 | 350 | 49.5 | 14.9 | 10.9 |
| 12 | 1369 | 458 | 240 | 52.5 | 17.6 | 9.2 |
| 13 | 1146 | 378 | 133 | 79.6 | 26.3 | 9.2 |

this level explains the drop in grade nine; the jump upward in grade thirteen is examined later in this study.

Marked declines are noted at all levels in German.

Spanish, Russian, Greek, continue to languish - the former with 25 in grade twelve and 19 in grade thirteen, Russian in a few more schools but still limited to a few dozen in grades ten through thirteen, and Greek has disappeared from grade ten to languish in 60 pupils in the three senior grades. All seventeen secondary schools offered French; only the five commercial and technical schools excluded Latin; the twelve university preparatory institutions provided French-German-Latin. Spanish was taught in four, two of which are technical schools. Although five schools had Greek, these classes generally were held outside regular

class hours. Only North Toronto Collegiate Institute contained as many as five language options.

A second source is the number of options presented for the grade twelve diploma and the papers written in the grade thirteen examinations. (10) Three years are examined, 1962, 1963, 1964. The grade thirteen figures correspond fairly closely with those of Toronto - French by about seventy percent of the papers, Latin next with nearly one-third, and German slightly higher with seven percent. Although the grade twelve percentages are considerably higher than those of Toronto, a similar pattern occurs in ranking the top three languages. One explanation for the discrepancy is the wider scope in non-academic offerings in Toronto as contrasted to the more academic press in many smaller communities. As an aside, the percentages in 1920 reveal that both French (81.5) and Latin (75.6) have dropped considerably, but German has increased slightly (5.2). (11)

10. Percentages have been compiled by the researcher from data provided in the Annual Reports of the Minister of Education.

11. Sessional Paper #17, Province of Ontario, 1920, p. 256.

Language in the secondary schools is reserved for those destined for university. For example, for students in grade nine who

"have no intention of proceeding to university, the principal may organize a class (or classes) in which the time provided for French is allotted to any option of Grade 9 (Arts and Science) or is distributed among other obligatory subjects. Such pupils cannot enter Grade 10 of a Five - Year Program unless they commence the study of a second language in that grade". (12)

Theoretically students in the non-college bound classes in grade ten - Business and Commercial, Science and Technology, Arts and Science can select French. Practically few do. There are a number in the former two streams taking French as insurance in case of entering university - they follow the five year programme of studies. Unfortunately those enrolled in the four year pattern rarely are awarded French, and when they do meet it, that language is a "watered-down" version of the regular one. Fear of losing the "late bloomer" to college life prohibits removal of the language option. One exception to the academic pressure must be noted. All secondary school students in Cornwall who are English-speaking must receive instruction in French.

12. Department of Education, Requirements for Diplomas and Statements of Standing 1965-1966, Circular H.S. 1, p. 8.

This regulation extends to those in the two year terminal high school programme. Teachers are working on a conversational type of programme for them. Frequently English-speaking pupils who are in small minority pockets in the Ottawa Valley are integrated into the Français courses for French-speaking. Last year an English-speaking Protestant girl won the catechism prize in one of these classes.

A major administrative shift in examinations should have an important bearing upon languages in the schools. The exact nature of the impact is difficult to predict. In brief the extremely heavy load of the grade thirteen examinations has caused untold grief to students and parents. Furthermore, the amount of marking has imposed a crushing burden upon the Department. Since this set of examinations is the only complete external test administered by the Department and has been the only criterion for admission into Ontario universities - proposed amendments have great impact. A study committee of the Department surveyed the situation and the first modifications now are going into effect. In the interim stage seven grade thirteen credits - not nine - in four subjects, not the previous five, will be the basic minimum. By 1970 students will major or minor in certain subjects. Two immediate

problems are created in the language field. First, as German or Latin is frequently an extra option, how many students will drop their language bias? Second, all subject areas can be selected as a major - only the modern languages (not French) are minors alone. Clearly the prospective status of language study is low, a decided shift from past trends.

The amount of time for language study is fairly rigid. In the first two secondary grades five or six periods of some 40 minutes each are selected out of the total 45. English has seven, history and geography four each. Five are reserved for other language options. By grade thirteen the number has risen to eight.

On paper a wider variety of languages are offered than is the case in any other Canadian province - Spanish, German, Italian, Greek, Russian, and Latin. A recent report of the Ontario Curriculum Institute stresses the sad state of these language options - study is concentrated into a two to three year span in the secondary schools, many schools do not offer them, overconcentration upon written formal grammar and little on the spoken language, failure to provide instruction at an early stage - even as late as grade nine, shortage of supplementary materials. A brief list of examples highlights the language wasteland.

Spanish generally starts in grade eleven and is confined to five percent of the province's secondary schools. A fair number of pupils regard it as a "soft" language option. Many students write Italian on their own without taking formal instruction at a publicly supported school. Only four schools in heavily populated areas allow the subject - none in Toronto. Classical Greek is holding on when students are willing to meet outside school hours. However, teachers of Greek who retire are rarely replaced. Russian has been a recognized option for seven years and is taught in nine provincial schools. Frequently it is only selected as an additional option. One Mennonite area near Leamington has the distinction of offering German as the second language. Although percentage enrollments have remained fairly constant in German, some slippage has occurred recently. Students have found that a mark of 90 in German on the grade thirteen Departmental examination is extremely difficult unless they possess a strong home background in the language. A high mark is essential for a provincial scholarship. Numerically these languages operate under similar conditions as in the western provinces - the Maritimes pretty well sticks to French alone.

However, the status of Latin is much higher than in any other province. Enrollments in certain Ontario grades have witnessed dramatic rises, whereas, Latin in other provinces has reached the point of near extinction. What are some reasons for the place of Latin as the strong third language in Ontario? First, in the words of one teacher, students are "a calculating bunch of bastards". They know that the objectives for Latin are clearly defined. Vocabulary is delimited - modern languages demand sight passages, incidental vocabulary, extensive readings. A glance at the comparative statements produced in Modern Languages and Latin at the grade thirteen level underlines the specificity of the latter. (13) A number of moderns' teachers were reported confused over the Departmental ruling a number of months after its announcement. Second, many teachers had Latin in their training - this is not the case in fourth languages. Latin is a prerequisite for modern language study at the university; all university courses include Latin as one of the available options; Latin can be substituted for mathematics at grade thirteen in preparation for some Arts courses. Third, administrators favour Latin. Due to its traditional position it presents no new difficulties. One should note that a number of

prospective science students at the University drop Latin after grade twelve.

No immediate major organizational changes in modern languages are forecast. No reports on earlier teaching of languages - aside from French - were reported. The recommendation of the Ontario Curriculum Institute committee to place German and Spanish in grade nine is regarded as "a pipe-dream" by some language teachers. The curriculum is tight enough now, and extra subjects would be resisted by school administrators.

An unparalleled administrative structure for modern languages exists in Ontario. Specialists in languages at the Departmental level are rare in Canada - a few provinces have appointed one supervisor to co-ordinate curriculum activities, all have unpaid teachers meeting periodically to discuss relevant matters.

An assistant superintendent, supervision branch, is referred to various policy and administrative matters in Ontario. He is a former modern language inspector. In 1960 he was the only one. The number had risen to six by 1965. These men have a variety of duties and should not be considered as inspecting in the

narrow traditional sense of snoopervision. Their main efforts revolve about school visitations where critiques of teaching concentrate upon improving methodology. Usually talks are held with new teachers after class to suggest reference sources and materials. Visits are made annually in small schools, once every three years in larger schools with more skilled department heads, and infrequently to experienced teachers. The inspectors also discuss such items as budgets, equipment, texts, effectiveness of the course, with principals. Most inspectors are experts in French and German; only one has some background in Russian; Spanish and Italian are weak; classics is represented by a separate branch. One aspect of their duties complicates their closeness to teachers - they must recommend teachers for certificates and entrance to special Departmental courses.

Some local school boards are supplementing the activities of the Inspectors through appointments of assistant superintendents with primary responsibilities in the modern language field. One in Etobicoke, for example, is directing the development of a French programme that bridges the gap between elementary and secondary schools. These residential superintendents receive part

of their salary from the local board and part from the Department. Full-time supervisors of language were noted in Toronto, Scarborough, Oakville, Peterborough, Ottawa and Hamilton. Their positions are directed towards in-service training programmes, screening prospective teachers, reviewing materials, writing courses of study. While department chairmen are found in all provinces, the salaries applied to this position in Ontario are outstanding. Some are rewarded with up to \$1400 above the regular salary schedule. The chairman is expected to visit new teachers sometimes as much as ten times during the first year. A few of the best school leaders have obtained time for regularly scheduled meetings held on school hours - the timetable sets aside one period for all modern language teachers to discuss mutual problems. Language teachers meeting on policy matters in most school districts usually are comprised of the department chairmen. As a hidden bonus to keep top teachers from migrating to other districts, a new position was created in some districts. Assistant chairmen are bonused up to \$700 and are expected to handle some minor administrative chores.

Curriculum committees for the province are drawn from various interested organizations - three professors nominated by the universities; three teachers, one by the appropriate section of the Ontario Education Association and two appointed by the Department; one from the Ontario College of Education. Meetings are held in school time and the school boards are reimbursed for substitutes. A variety of special committees are appointed. The most recent one was on a review of elementary school French. (14) These advisory committees are established for a specific purpose and are reconstituted each year if need be. For example, a revision of grade twelve texts in German was made a year ago.

Two recent appointments to the Curriculum branch should strengthen coordination at the centre. One, a former department chairman in a Toronto suburb, commenced work in the branch in the fall of 1965. His responsibilities lie in modern languages at the secondary school level. The other is involved with French for

14. The Curriculum Branch would not release a copy of the report to the researcher.

English-speaking classes at the elementary school level. Previously he had spent the school year travelling about Ontario assessing various programmes. He did not advocate any particular course of study, but observed teaching and suggested some very general guidelines for improvement. His recent shift into curriculum will direct his energies into more programme development.

Although Ontario favours modern and classical languages to a degree unknown in most of Canada, certain basic similarities still predominate. French is by far the most popular option. Other languages, barring Latin, languish.

III. SECONDARY SCHOOL FRENCH:

"Both serious and humorous criticisms have been levelled at the teaching in Ontario, and not without cause. I am pleased to note, however, that a change is observable in the status of the language in our High Schools. Not only is the importance of French being magnified, but more attention is brought to pronunciation and conversation. Of course, the character of the Matriculation examination will necessarily and unfortunately continue to be the main factor in influencing the teaching of this language, and as long as this examination is based on what appears to be the assumption that French is of interest to us solely on account of its grammar and its literature, so long will the teacher of French - no matter how familiar he may be with the living language - be confined within narrow limits". (15)

The above quotation was written by the inspector of high schools in 1920. The primacy of objectives set by the Departmental passports still cannot be minimized. One student recently wrote:

"From Grade 9 to Grade 12 we hear about Grade 13 ... 'They talk about the big exams - the big final.' They say 'half of you are going to fail and half of you are just going to get through!' You hear so much about it. You hear about people failing and having nervous breakdowns and taking pills!" (16)

And a teacher philosophized:

"Marks are the thing and even the dullest student knows that. I think that every conscientious teacher who has survived one term in a French classroom has worried about this and put forth superhuman efforts to overcome the odds against him but the odds have been practically insurmountable and heartache and frustration have too often been the lot of the dedicated souls who tried to cling to their vision. Many just bowed to the

15. Ontario, Sessional Papers, Number 7, 1920, p. 58.

16. John Dafoe, "A girl faces grade 13", Globe and Mail, December 9, 1965.

inescapable need for survival and the pen triumphed over the tongue in their classrooms". (17)

While the Department lays it on the line:

"Since the five year course in foreign language study in all three branches has as one of its ultimate objectives the preparation of the pupil for an external qualifying examination which must meet the standards set by the University Matriculation Board, both course content and methodology are, to a large extent, fixed". (18)

Nearly a half century after the inspector's comments the roadblock of a Departmental examination resting exclusively upon written passages appears at an end. Two changes were made since 1952. The first is a dictation section produced on a phonograph record. A passage is based on a prescribed author. The second is a listening comprehension test on essential thoughts expressed in a recorded passage. For example, the student could be asked questions on an anecdote, general questions on such topics as the weather, hearing accuracy. The marks allocated to these exercises still only represent 20 of the 198 possible in the whole examination.

A more exciting departure will be launched in the spring of 1966. A truly aural-oral test will be tried in pilot schools in three areas of the province. A variety of skills will be examined - students will be asked to read a short passage outside the examination room, various questions will be put to test his command of the language. Furthermore, the situation will be structured so that the student must exhibit his ability to freely compose in

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17. Pauline J. Bondy, "Oral French Testing", Canadian Modern Language Review, Spring, 1964, p. 7.
18. Department of Education, French - Curriculum RP-15, 1962, p. 1.

unexpected situation. The ten minute test will be run by retired teachers and wives of university professors whose command of the language is beyond doubt. The some sixty examiners will travel in the month of May. The test is expected to cost \$2.00 per pupil. An alternative of examining on tapes was discarded as being too combersome. If the experiment is adopted on a province-wide scale, about 30,000 could be involved in 1967.

This concern for aural-oral instruction cannot be found in the list of Departmental objectives - indeed, they are quite conventional:

"The curriculum of the secondary school course in French is to teach the pupil to understand and speak, to read and to write the French language. To achieve this aim, the course should include regular practice in conversation, a considerable amount of reading, and a study of fundamental grammatical constructions". (19)

Yet, a number of inspectors and teachers expressed a keen resentment against allegations that the spoken French language is not employed in the classrooms of Ontario. The concensus placed about 90 percent of instruction taught solely in French - English is employed in explaining complex problems.

Perhaps the basis of aural-oral instruction already present in French classrooms explains the lack of marked acceptance of canned programmes. A four year study under the auspices of the Department of Education commenced in the fall, 1965. The Ecouter et Parler series was sent into

seven high schools. Highly qualified teachers were selected to keep notes on their reactions to the course; various Departmental representatives will make periodic visits to the classrooms. Others have been tried out in various schools. North York is extremely pleased with the set produced by Encyclopedia Britannica Films after four years of use. The films are found interesting and tapes are taken home by pupils. One high school in Ottawa sent a staff member to Philadelphia to learn about Voix et Images. Two other teachers are learning from him to provide a supplementary course in conversational French. Directed towards students in grades nine and ten, classes are held three to five times weekly within and outside school hours.

Several schools in the province offer French to commercial students. A rather unique course was developed in North Toronto Collegiate. It is not a watered down university course. The teacher reversed the usual pattern in introducing language skills. Translation is stressed since the girls are not expected to speak French in an office. A large number of mimeographed letters in English and in French are utilized. As the original group of pupils had difficulty in answering any aural questions in French - more stress now is placed upon that skill. Generally the teacher has found that the students in these commercial French classes are more academically inclined than the majority in the stream. A fair number already have language exposure either through home background or some French in the elementary grades.

Northmount Junior High School, North York, 1965-66, is attempting to teach another subject in French. Forty students of superior ability are studying grade nine British History in French. During the 1965 spring term they prepared by receiving instruction in question and answer techniques, note taking, a basic vocabulary, and practice in discussion. The course arose from a feeling that the limited amount of time devoted to French prohibited development of high fluency. Therefore, three extra periods in history were added with provision that regular progress in that subject would not be impaired. The French Department chairman teaches the course, employing the authorized text and many supplementary mimeographed notes. One history period per week is set aside for more complicated discussions in English.

A number of other interesting and uncommon projects were met. Etobicoke employs one teacher of German from Germany who spends two weeks in each class of German. The regular teacher makes as best use of his time as possible - for example, to illustrate differences in phrasing, talks on life in Germany. A certificate in oral proficiency in French is offered in Ottawa secondary schools. Administered by a committee of French teachers, the test lists three levels of proficiency and is marked on the student's record. Hopefully such employers as tourist agents will pay attention to the products of the test. Port Arthur has exhibited an abnormal interest in French Canada. The French club has had many affairs where the French theme was maintained in food, entertainment, decorations. The culmination of the past year's activities was a visit to the Winter Carnival in Quebec City.

IV. ELEMENTARY SCHOOL FRENCH:

William G. Davis, Minister of Education, announced in June, 1965, that French would become a recognized option in the elementary school programme for English-speaking students in grades seven and eight, commencing in September, 1966. The local school board will decide if and when the option would be offered in local schools. Justification for this course of action was based on a number of arguments: conviction that education in one language is inadequate in this global society; an earlier start in language study gives more time for skills to develop; younger children respond particularly well to language instruction; and the special importance of French to Ontario - one of two native languages of Canada, mother tongue of a substantial group of Ontario people, business and cultural reasons.²⁰

Another point of view (on "Why was the teaching of Oral French introduced?") is provided by a visitation committee in Burlington from its findings in a number of Ontario communities:

- "(a) French was introduced as part of the enrichment programme.
- (b) A member of a Board of Education felt the need of an ability to converse in French in his business dealings.
- (c) Views expressed at the Canadian Conference on Education caused one board to entertain the idea of Oral French on an experimental basis.

20. Department of Education, Education in Ontario, Statements by Honourable William G. Davis, June 2, 1965, p. 8.

- (d) For the sake of expediency, one centre introduced French to accommodate its largest block of inhabitants."(21)

Whatever might be the politics behind the Minister's decision, elementary French has been growing at an increasing pace in the past decade. Some school districts have taught French at that level for some time - Welland since 1926, London, 1928, Ottawa, 1930. In 1963, 160 school boards employed 409 teachers to teach French to 107,283 English-speaking pupils. Over half this number were in grades seven and eight. During the school year 1964-65, 184 boards offered French to 140,000 pupils in Kindergarten through grade eight.

Little direction was provided by the Department of Education throughout this period of drift. To have a course in elementary school French a school board had to obtain permission from the Department. Generally this step was a formality - the board must have qualified teachers, make the course voluntary for pupils, and not teach French more than 100 minutes weekly. No lists of texts nor courses of study were drawn up by the Department. A noticeable break occurred in 1964: special summer schools were held to train elementary teachers of French, a coordinator of elementary French in the province was appointed, and a committee was charged with developing an articulated programme of instruction through the elementary and secondary grades.

21. Report of the Oral French Committee of the Burlington Board of Education, April 23, 1964, p. 5.

The laissez-faire attitude by Department has stimulated a great diversity of programmes among those districts that introduced elementary French. The starting point in language study varies to a considerable degree in the Toronto area, for example, with East York at grade eight, Etobicoke, six, Forest Hill, four, Leaside, five, North York, seven, Toronto, six, and Weston, three. Some districts have spent considerable energy in the development of content - a problem complicated by a tendency to expand offerings in French down through the grades. Unfortunately no clear picture of any prospective province-wide curriculum is possible in this report. The report of the Minister's committee presented in the spring of 1965 has not been made public. Unofficial reports indicate that two avenues were suggested - one the traditional, grades nine through thirteen, and another stream, grade five up. While a number of the committee desired a compulsory start for all pupils in grade five, political considerations prevailed. Two obstructions were the serious teacher shortage and possible backlash from certain anti-French elements in the province.

A major problem of articulation between the elementary and secondary French courses has yet to be met. Continuity is necessary in the cumulative building of skills. Some school districts have provided for some joint efforts through appointment of committees comprised of elementary and secondary teachers, intervisitation by teachers from

the two levels, or appointment of secondary teachers to leadership positions in the elementary French programmes. Unfortunately all too frequently the same French programme is offered in grade nine to all students whether they have studied French before or not. A number of fundamental differences in orientation will perpetuate a gap between elementary and secondary. First, elementary courses in French cater to all pupils, whereas, the secondary appeal as an option to the select few. Motivation between the two types of students is different. Second, many elementary teachers of French are of French-speaking background, not the situation in the secondary grades, where there is more orientation towards continental Europe in matters of pronunciation, grammatical and literary emphasis, and cultural materials. Third, young, female, relatively new teachers predominate in the elementary ranks, contrasted to older, male, experienced ones in secondary modern language departments. Fourth, despite attempts by the Department of Education to bridge the break between the two levels of schools, the heavy hand of the past continues. For example, teacher training is still split between the Ontario Colleges of Education and the Teachers' Colleges. Fifth, elementary courses are "fun" oriented - games, songs, no homework, no failures - grade nine means a tough academic routine. Sixth, an almost evangelical spirit among elementary French personnel calls for a reformation in language teaching not objectivity:

"respondents have emphasized that the elementary French programme is essentially a product of their own making and orientated chiefly toward the needs of elementary level students. While admitting that there is need to coordinate the work of elementary and secondary levels, many personnel in the elementary sphere are adamant that the programme should not be organized by the staffs of secondary schools." (22)

Following are brief reports on developments on some elementary school French programmes in Ontario. They are not typical.

1. Scarborough

This school district has launched the only major effort to train classroom teachers to carry on the course. Most districts in contrast rely upon itinerant teachers.

The initial impetus towards this divergent approach stemmed from a need to introduce a French programme in a large school district (one of the largest in Canada). Scarborough's 80 elementary schools have nearly 9,000 pupils in grades seven and eight. To rely upon specialists in French would have delayed the subject's introduction for years. A supervisor and two assistants have prepared a detailed course for grades seven and eight. Although the core of materials is Voix et Images, supplementary material related to the needs of Scarborough are produced.

Classroom instruction consisted of two courses each of two hours per week for 24 weeks. Teacher training started in 1963 with an initial enrollment of 160 teachers.

22. S.W. Semple, A Survey of French in the Elementary Grades in Metropolitan Toronto (Toronto: M.T.E.R.C., June 1965), Appendix G, P. 19.

The succeeding year saw thirty to forty replacements trained. An advanced class was started in 1965-66. These classes stress not only the fluency of the teacher but also patterns that can be used in her own classes. Although a \$20. fee is charged for the sessions to the volunteers, incentive is provided through the Board pushing teachers up a class in salary.

Only two of the teachers engaged are French-speaking in background. Since the experiences in French of the others are rather limited, the possibility of error is guarded against in a number of ways. Prepared tapes provide uniform models for students in pronunciation as well as removing much of the hack work of drills in teaching. A variety of situations for conversation are provided through the use of posters, short plays, filmstrips.

Other interesting practices are found in Scarborough. A three day series of exchange visits were effected between local teachers and French-speaking ones from Montreal. While the individuals concerned bore the costs, they stayed in private homes and visited schools. University professors are engaged Saturday mornings to present topics for discussion to top students in grades seven through thirteen. Teachers then lead them in seminar groups. French is one area included in the programme series. Use of phonograph records for homework was tried in 1964 to stimulate additional study. The school board supplied boxes of records so that each child was able to

take some home in folders. A survey in 1965 indicated that this practice had not been too successful - one possible cause being that sound without pictorial presentations is insufficient. A liaison committee has prepared more oral work in grade nine. Thirty percent of the final examination is devoted to the aural-oral approach.

This well-organized plan for training classroom teachers appears near an end. One itinerant teacher was appointed in 1965. Initially she will work with a classroom teacher as long as she is needed, and substitute when the regular teacher is ill. Furthermore, a number of classroom teachers have found that teaching another subject is a physical and mental strain. The practice of homeroom teachers switching subjects - French would be exchanged for music for example - produces greater departmentalization than is deemed desirable. Abandonment of the project has not been announced.²³

2. Oakville

Oakville is one of the pioneers on elementary French instruction in southern Ontario. The initial course now has been discarded. Primarily built upon the personality of the first director of French, the Tan-Gau approach stressed the teacher employing French while the pupils could respond in English for the first few years.

The initial years in grades four and five are taught now through a team approach of itinerant and classroom

23. Suggestions for French in the Scarborough Schools, mimeographed, 1965, Appendix H.

teachers. For example, the itinerant in grade four for two periods of twenty minutes each, and three at fifteen by the classroom. By grade six few of the latter are felt competent to be ahead of the students and consequently the specialist carries the whole teaching load. However, four are skilled sufficiently in grade seven to participate.

The district has had no difficulty in recruiting specialists. A variety of incentives are budgeted into the cost of \$80-\$85,000 to lure teachers to Oakville. The majority are French-speaking in home background. An itinerant teacher does not have to possess grade thirteen to move to the top of level one for salary purposes - an instance not uncommon among teachers from Quebec; attendance at the Department's summer course for French for English-speaking pupils moves the teacher up to class two - other teachers must attend five summer courses; these specialists automatically receive an incentive bonus of \$600. Experienced teachers from North Bay and Ottawa were attracted to the district last year.

Since the teachers are assumed to be competent, the administration sees no need to prepare a canned course to substitute for the human teacher. The District is preparing its own programme which should be complete for possible publication by the fall of 1966. Early reliance upon the Bradford series was abandoned. A series of dialogues forms the core of the new course. Situations, as

ordering food, involve students in conversation. Reading is introduced by grade six; grammar is taught informally. Audio-visual aids form a minor part of emphasis. The Metropolitan Education Television Association series are found too brief to be of any value; 16 m.m. films if appropriate in content are too difficult in speed and vocabularily; occasional use is made of the one tape recorder "as kids get a kick out of hearing their own voice." The supervisor of elementary French is released from teaching for fifty percent of his time to work on such chores as interviewing new staff members for fluency, preparing a teacher handbook, developing curriculum materials.

Although pupils are rated on a scale from A to D, the mark is not related to promotion. The major interest of the authorities is to gain the goodwill of the student - not to set up artificial rewards as marks. One competitive occurrence is the annual oral French contest in grade eight. The elementary teachers nominate their best student, and the winner receives a two week all expense trip to stay with a French-speaking family in Quebec. Homework is light now, but the supervisor is reviewing various readers that hopefully would involve parents with the child. Some parents have requested oral French in earlier grades - prohibitive cost prevents the Board.

3. Toronto

Toronto is perhaps the only district in Canada that has stressed intensive research in the development of an

elementary French programme. A series of studies were produced on such topics as the study of television in French instruction, a follow-up of elementary school products of aural-oral French, and a comparison of several approaches. (24) Perhaps the best example of the Board's quest for facts comes in background sleuthing done on elementary school French. (25) One staff member was committed to a search through pertinent material for a year. She was impressed by the sea of ignorance on the subject of study - frequently underlined by the many studies duplicating the same topics. Although certain general guidelines could be found in the ten years of experience of Foreign Language Elementary School in the United States, she found that few Canadians were aware or cared about these southern developments. This 200 page publication has been sought by various individuals and organizations in Anglo-America and in the United Kingdom. Much of the material was "incorporated" into the first report of the Ontario Curriculum Institute. Another research project commenced in the fall of 1965. Two types of language laboratory machinery are compared - one with delayed playback and the other with immediate. Since the difference in cost between the two is considerable,

24. Research Department, Toronto Board of Education, An Experimental Study of Television as a Medium of French Instruction, 1962; Experimental Study of Learning in the Public Schools, 1959-60; a Follow-Up Study of the Effects of Aural-Oral French Instruction in the Elementary School on Pupils Achievement in a Secondary School Programme, 1962. One is included in Appendix I.

25. Education Centre Library, Toronto Board of Education Foreign Languages at the Elementary School Level (Toronto: ECL Reports, July, 1963).

the director of French intends to find out if there is any significant spread in learning. If there isn't, then the cheaper model will be purchased. One should note that the research atmosphere hasn't percolated throughout the entire organization. Ideally the initial experiments were undertaken to provide the facts necessary for a decision on introducing elementary school French. The Board made its decision before the results of the tests were in. However, the carrying out of the tests permitted a breathing space to develop a foundation for the course.

French is moving down through the grades in Toronto. The official programme supplanted an after school effort in 1962; grade five will receive instruction by 1966-67. A four year sequence then will provide 200 hours of instruction. While the two upper grades receive two times forty minutes weekly, the others will obtain four times twenty or five at fifteen. Students dull in intelligence are excluded unless their parents petition for the child's admission.

With the introduction of French in grade six, 52 specialists in French were employed by the Toronto board. Ten of the 26 in 1964-65 came from Quebec. There are two consultants and a supervisor for the some 13,600 pupils in 1964-65. Each teacher is provided with a detailed teaching guide. (26) The content rests upon units of

study. The unit provides a centre for the teacher to vary content or technique according to the situation presented in the classroom. The framework attempts to provide strong guidelines while not inhibiting the independence of the teacher. Core and enrichment materials are provided to take care of individual differences among classes. For example, a bright group might complete the core in three-quarters of a school year, supplementary materials enrich the remainder of the term.

Audio-visual aids are ancillary. Films, tapes, records are supplied, but do not form the core of the programme. Even if the supervisor wished to replace the existing programme with a canned approach, the costs would be prohibitive. Parlons Français, for example, provides records, films, activity books, tests, films. (27) To equip one school would cost \$8,000 - for fifty schools, \$400,000. Various programmes as those produced by Encyclopedia Britannica Films and Harcourt Brace are available for enrichment.

A major element in the success of the Toronto programme rests upon the director of elementary French. He is directly in charge of the elementary series and coordinator with the secondary grades. As principal of the Department's summer teacher training course, he has been quite active in provincial developments in the language.

4. Ottawa

The Ottawa programme identified with Bradford series of texts is best known throughout Canada. Schools in all provinces employ these texts. Another base for Ottawa's reputation rests in its long record in the field. Instruction started in grade seven in 1930, went to grade five by 1940. Now the course starts in grade two with five fifteen minute classes. A manual is employed in the initial two grades, reading commences in earnest in the fourth grade, writing is delayed until grade seven.

Classroom teachers share instruction with specialists in grades two through five. A French specialist comes to class to introduce the lesson, the classroom teacher observes and follows up. A minority of French-speaking personnel were included in the specialist group. The 28 in 1964-65 included six French Canadians, eight English-speaking raised in a bilingual background in Quebec, two educated in Europe, one trained in England, and the remainder from Ontario with some degree of fluency.

A number of problems common to other systems were noted. First, the rapid expansion of French in Ontario has produced serious strains on staff. Spring 1965 saw about one-third of the specialists leave the system - in part lured by bonuses in more affluent districts. Second, the lack of a province-wide elementary French programme means that transients enter the Ottawa system with a wide range in backgrounds. A survey of pupils entering grade nine in the collegiates illustrates the problem.

| Years of elementary school French | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
|--------------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| All collegiates, grade nine | 120 | 235 | 442 | 336 | 563 | 329 | 270 | 224 | 126 |
| Merivale Collegiate | 8 | 5 | 7 | 27 | 126 | 24 | 30 | 30 | 8 |

Streaming is impossible since the total curriculum cannot rest upon French. Third, movement of itinerant teachers renders an almost impossible physical handicap in transporting such audio-visual machinery as the tape recorder. Fourth, the quality of follow-up instruction by the classroom teacher is debatable in many instances. In-service education is limited to a two day introductory general outline before school opens in September, four to five meetings to discuss techniques. The specialists do not have time to meet with their cooperating homeroom teachers. The supervisor of French minimizes this difficulty:

"A good teacher remains a good teacher under all circumstances. One of the outstanding characteristics of our grade teachers is that they understand their young pupils and know how to impart knowledge to them". (28)

Fifth, the products of the course have not been recognized in the secondary classes. Frequently the high school teacher commenced instruction over again with fundamentals that should have been learnt in earlier grades. Some senior teachers feel that the elementary programme emphasizes aural-oral skills at the expense of writing too late. Some effort at coordination is now carried out through

28. Florence E. Bradford, Oral French in the Ottawa Public Schools, n.d., p. 4 Appendix L.

a joint committee. A text not found in most Ontario communities because of its difficulty has been introduced to Ottawa's grade nines. Sixth, perhaps the most telling criticism of the course is in its rigidity. A series of texts form the core for the grades. The students are not the focus of teaching, but the coverage of a text is. Thus, a top stream group might complete the content, a bottom never could. Unfortunately, the latter group moves on to the next text in the series at the commencement of a new school year. A progress in omission that serves to confuse.

5. Etobicoke

A different approach to an elementary programme appears in Etobicoke. "An exhaustive search" was made through materials from the United States, Canada and England to find something relevant to local needs. A compromise was adopted in a text, Let's Speak French by Pamela Symonds. Not as far out as American audio-lingual approaches, it still doesn't rely solely upon writing and reading. The text is a temporary expedient until better ones are developed in the next few years.

The unusual course in this district could be the product of a number of causes. One is the training of several leaders in a methods course in teaching foreign languages held at Western Reserve University, Cleveland. Rare is the modern language teacher in Canada who goes

south of the border for instruction. Another is the interest of the chairman of the school board, who is also in the methods department at the Ontario College of Education. He has publicly expressed on a number of occasions his fears that elementary French courses might "bastardize" the language through low standards.

The vagaries in extension of courses in the province are indicated in Etobicoke experiences. French was permitted in special enriched classes in 1958. All grade sevens received instruction in 1964; all grade eights in 1965. A different course for the grade nines will be offered in 1966.

6. Other Districts

Port Arthur provides oral French for grade eight students. The original intent of the board had been to push down the course one grade at a time. The failure of rural schools and separate schools to introduce French has crippled initial hopes. Some change might occur with a shift in staff - the first director was fluent in the language but not a skilled teacher, now a "bilingual" teacher is directed to prepare materials.

London has provided enrichment classes in grades seven and eight for some decades. Entrance is based largely upon results of intelligence tests - a 140 I.Q. usually is the minimum. In grade eight these pupils are permitted to write the grade nine examination in French;

this initial gain permits them an extra option in grade thirteen. Enrichment in the same grades has been the theme in Hamilton since 1963. Instruction largely has been confined to secondary teachers of French who have moved over to elementary schools. Appointment of a full-time supervisor in 1965 might herald an extension of the programme.

Kingston has a locally developed course from grades five through eight. Class sets of the Bradford series form the bulk of printed materials; some supplementary books, wall pictures, and filmstrips round out the sources available to the teacher. A teachers' handbook has very loosely sketched lesson outlines with provision of further activities for the "better" classes. (29) Sixty percent of the elementary teachers of French have come from Quebec. If the Department of Education introduces its own syllabus in elementary French, the Kingston administration intends to modify it to the local programme. For example, with the possible addition of grade four French in September, 1966, any prospective Departmental activities would cover a shorter number of years. One principal is the coordinator of the programme.

Forest Hill possibly has expended more money on language surveys than any other district in Ontario. Various Ontario authorities were called in to review the programme; several teachers were sent to tour classrooms in the north-eastern states; the School Board subsidizes teachers

to attend summer sessions at Trois Pistoles; a representative of F.L.E.S. came from New York to assess the local situation. This wealthy small community has not stinted in money - another instance is summer payment to one teacher to write French stories of suitable difficulty and interest level. Leadership is dominated by secondary school teachers - the coordinator is also head of modern languages at the one collegiate in the district. All grade five students up are involved in study. The issue of all this activity was not found. One elementary teacher was quite hazy about the exact nature of the programme; printed guides were not available.

7. Conclusion

Great diversity in programmes were observed - grade level, all or special students, quantity and quality of materials. Some were highly developed - in-service training, supervision, detailed teaching guides, audio-visual aids. Focus has rested upon the resources of the local unit - the Department of Education has remained an interested observer. The visitation committee of Burlington summarized the problems of elementary French:

- "1. There has been a scarcity of teachers qualified to teach Oral French.
2. A lack of definite aims has resulted in programmes of dubious value.
3. The small amount of material available for instruction has made the task of the teacher somewhat difficult." (30)

Success in overcoming these problems rests to a considerable degree upon the type of programme eventually chosen by the Department. On the one hand are the tighter frameworks sketched in Burlington, Etobicoke and Toronto. Not that they have the answer - but they are asking the questions. On the other hand are those that attempt to provide French with a sugar-coated pill. Usually only one element in the system is stressed:

"Our new course of study, based on years of experience, study of methods, and a knowledge of elementary school pupils, has obviated this difficulty (teaching French to English-speaking pupils), besides enabling our teachers to cover thoroughly the maximum amount of work possible in the small amount of time at our disposal". (31)

Inclination to the latter approach will mean little relief to the problems found by the Burlington committee.

V. THE TEACHING OF LANGUAGES:

1. Training Elementary Teachers of French

Crash programmes to train elementary teachers of French to English-speaking pupils were initiated by the Department of Education in 1963. The first summer session commenced at Ottawa Teacher's College and in 1965 was extended to Toronto. An enrollment of some 150 were recorded each year. Two types of students are now members of these classes. The first obtain an Interim Elementary School Teacher's Certificate, valid for five years, available to those who desire to teach French only to English-speaking pupils. These can qualify for regular classroom teaching on passing three more courses - not taken at Ottawa Teachers' College or Sudbury Teachers' College - in English I, English II, and science. The second is directed to potential teachers interested in the same type of classes but who possess less than minimum academic requirements. They receive a special certificate to teach only French to English-speaking pupils - a certificate renewed annually. This certificate breaks with traditional patterns across Canada. Applicants are sought from those with a specific skill - not ones who desire general teacher training. Applicants must be 25 years of age - to exclude young people who should be in the regular teacher training programme, citizenship or intent, Ontario

grade thirteen or equivalent, and a screening in fluency. The latter is not an empty regulation. The local modern language inspector, or principals of the special summer schools, test the applicants. In Ottawa, in 1964 only 42 of the 80 applicants were accepted.

Virtually all teachers trained in these two courses are women. About seventy-five percent in Ottawa are native French speakers. Some of the subdivisions in this group are those with one parent French, others lived in French-speaking areas in Canada and overseas, wives of French-speaking citizens, and naturally, married women with some academic training now returning to work after the family was raised. The exciting aspect of this certificate programme is its attempt to use the largest untapped reservoir of able and mature professional personnel available in local communities.³² The short period of training - half-days for a month in the summer - does not impose a crushing burden upon these women. Furthermore, the concentrated sessions attempt to provide a sampling of methods, some practice teaching, and opportunities to improve fluency.

32 See, Leonard Buder, "Schools Turning to Women for Part-Time Work", New York Times, November 7, 1965, p. E 11. In 1965 307 certificates were issued for teachers of French to English-speaking pupils; 120 certificates went to teachers of French as a second language to English-speaking pupils in public school boards.

The \$99. cost per student at Ottawa in 1964 is far below that experienced by the 1964 experiment carried on by the Ontario Curriculum Institute. The Institute's programme concentrated upon teachers with little oral training in French. The course lasted two extra weeks and these students remained in residence for intensive instruction through lectures, the language laboratory, and discussions on French Canada. Only 24 pupils were selected for instruction. Despite intensive treatment and screening less than 20 were considered adequate for classroom duties. Although costs were about ten times that of the Department's summer courses, "the six-week course produced more fluency than the five to eight years of regular academic studies."³³

The Department has planned a modification of the Institute approach in summer, 1966. An attractive summer resort at Elliot Lake will host 200 teachers for an immersion course. Teachers will be instructed in French grammar, language, and customs. The fees, \$100., include tuition, board and room. It is hoped that local school boards will subsidize teachers willing to attend this arrangement. During the six weeks participants will view French films, engage in sports, use a language laboratory.

33 Ontario Curriculum Institute, The Modern Language Committee, Interim Report Number Two, March, 1965, p. 78

These courses are all taught in summer schools. Methodology is not offered in any Ontario Teachers' College on a regular basis, since it is not a recognized elementary School option. One or two are secretly experimenting in preparation for a change in Departmental policy. These institutions offer French as an extra to interested college students.³⁴

2. Secondary Teachers of French

Mention has been made in this report of the quality of instruction in language classrooms. The arrival of Helen St. John at the Ontario College of Education in 1937 stimulated a switch from a strictly translation approach to one stressing mastery of aural-oral aspects. The Hierarchy of certificates required by the Department necessitates a minimum of three university courses in the subject and some methodology at the College of Education.

The explosion in secondary school enrollments undoubtedly has allowed language teachers into collegiates which would not have admitted them ten years ago. One

34 Teachers' Colleges increasingly have come under the direction of Faculties of Education at the University level. Direct control by Departments of Education is kept in Ontario, New Brunswick, and Nova Scotia.

of three teaching German, grade thirteen, in Etobicoke, possess the minimum teaching qualification. One rumor has it that only one in four of prospective language teachers at O.C.E. possess the equivalent of second class standing grade thirteen (i.e. 65 percent). Judicious choice of subjects and universities permits one to keep oral aspects of French to the absolute minimum. The average experience of the secondary school teacher in Toronto is two years.

No hard data are available. Some raw figures are available in the lists of teachers provided by the Department.³⁵ Staff members of schools are listed according to degrees, basic certificates, date of appointment, number of years in a secondary school, salary. One-third of the teachers noted with specialist certificates in any of the modern languages were scanned for the school years, 1958-59 and 1963-64. Despite a surge of extra teachers by close to thirty per cent, the numbers of modern language teachers with the specialist certificate only rose by about one-third that number.³⁶ A slight shift occurred in those possessing

35 Department of Education, Schools and Teachers in the Province of Ontario Part II. Published annually.

36 The specialists certificate is the premiere one of the many offered in Ontario. Candidates for this certificate must possess an honors degree, O.C.E. training, two years teaching with high rating in senior classes (Grades XI, XII, XIII) in the subject concerned.

specialization in French-German and those in English-French - the latter in 1963 had moved into the lead. Other combinations trailed.³⁷ The so-called fourth languages - Russian, Italian - were not represented. More loosening up occurred in the point of origin of the academic degree. Whereas in 1958 only several came from outside Ontario, 1963 saw a number from overseas, Laval, and the odd college in the Maritimes and prairie provinces. United States' degrees were still almost negligible. The percentage possessing a post-Bachelor's degree declined by eight percentage points to thirteen. Although two with their doctorates were noted, the growth of junior colleges and new universities should compel more infrequent appearances of the scholar-teacher. Experience in teaching declined - statistics from the Dominion Bureau of Statistics for all secondary teachers and principals indicate that Ontario in 1962-63 had the lowest median total in Canada - 6.3 years; the median experience of those teaching in the same district was 2.6 years.³⁸ Another interesting sidelight from the Departmental records underlines the contention that modern language teachers rarely

37 English-French, 41; French-German, 39; French-Latin, 18; French-Spanish, 11; Latin-German, 3; English-German, 2; 1963-64.

38 Dominion Bureau of Statistics, Salaries and Qualifications of Teachers in Public Elementary and Secondary Schools 1962-63, pp. 78, 80.

move into administrative leadership. A sampling of some 100 secondary school principals revealed only four with that specialty. Three with the almost equal totals of 12 each appear safer routes out of the classroom - maths, physics, physical education and history. Other specialties ahead of modern languages include industrial arts, science, guidance, geography, English, agriculture.

Some further problems are noted in the language picture. Some large urban centres have a surplus of language teachers who do not wish to drive out to rural points where they could teach their specialty. One inspector in western Ontario rarely finds a class taught with a high degree of correct pronunciation. Some concern was expressed over the rising number of graduates from French-speaking universities at Ottawa and Sudbury. One teacher, for example, was fluent in the language, but an inability to understand the problems of the English-speaking pupils ruined his effectiveness in the classroom. Many districts reported few opportunities for teachers to converse in French outside of school hours. In some cases there is no French club or few French-speaking people in the local area. In others no advantage is taken of existing facilities.

Some relief in providing more academic courses could come from the new universities. The Ontario Secondary School Teachers' Federation approached the University

of Waterloo to provide a continuing summer programme of honours courses leading to the academic requirements for specialist standing. The university has guaranteed that certain courses will be taught each summer. Only French of the modern languages is granted.³⁹ Extension courses during the regular year also are provided by the new universities. Orillia is punished by low salaries restricting teachers from studying at far-away colleges. Requests made to Queen's, McMaster, Western, Carleton, Sir George Williams did not produce results, but Waterloo University College now teaches five courses to 200 in 1965-66.

3. Teachers' Organizations

Unfortunately little sustained in-service training is carried on a provincial basis. The various teachers' organization have left the modern language field to the Ontario Modern and Classical Language Teachers' Association. The Federation of Women Teachers noted some requests from members two years ago for materials none has been recorded since. Motions on French as a second language were made at a number of assemblies of the Ontario Public School Men Teachers' Federation. No policy was established. The reason for the sidetracking sprang from a feeling that

39 Outline of courses in French, summer sessions until 1969, at the University of Waterloo. 1965 French 350. French Composition, Oral Practice, Phonetics (Intermediate).

French should not be the second language across Ontario where claims could be made for German or Italian. The Ontario Secondary School Teachers' Federation is moving into the establishment of a number of subject councils - English, mathematics, science, vocational and commercial subjects. There is no idea of including modern languages. Some local teachers' groups do organize programmes on a subject matter basis on a one day basis.

The eighty-year old Ontario Modern and Classical Language Teachers' Association is the dean of such organizations in Canada. Part of the Ontario Education Association the group can draw upon Department officials, university personnel, as well as teachers. Frequently the groups sponsored by teachers' organizations in other

39 cont'd.

Prerequisite: French 250 or equivalent

French 470. Medieval French Literature. Reading of Old French; Survey of Medieval French Literature, beginning with La Chanson de Roland. Lectures, reports.

Prerequisite: French 360, or equivalent.

1966 French 450. Advanced Composition and Oral Practice.

French 480. Contemporary French Prose and Drama.

1967 French 350. French Composition, Oral Practice

Phonetics (Intermediate).

French 260. Seventeenth Century Literature.

1968 French 450. Advanced Composition and Oral Practice.

French 360. Eighteenth Century Literature.

1969 French 350. French Composition, Oral Practice,

Phonetics (Intermediate)

French 370. French Literature from Balzac to World War I.

provinces cater almost exclusively to public school personnel. The Ontario group relies upon secondary teachers, 350, followed by 100 from higher education and 50 in elementary schools. The latter were allowed into membership in 1964.

The two major conferences held in the fall and in the spring are major activities for members. Sessions are held on topics as the use of the language laboratory, demonstration lessons of new techniques, and major speakers as Mason Wade. Committees are appointed to examine any issue related to the teaching of modern languages in Ontario. The topic is examined and resolutions forwarded to the Minister of Education. For example, one recent topic was a request to introduce German texts with modern script.

The Canadian Modern Language Review established in 1944 provides the most important service to teacher members. Although some articles are of a general nature on trends in language training, much attention is geared to the needs of secondary school teachers in Ontario. The Service Bureau run by the magazine provides review questions and answers as well as chapter by chapter outlines of novels. Much material is printed on examinations - copies of former papers and how to work them out. Most effort is reserved for French but Spanish and German are

reported occasionally. Consequently 95 percent of the subscribers are teachers.

4. Audio-Visual Aids

A report on this topic in 1936 noted:

"Methods in education are falling in line, but with that conservatism which has always marked progress in things educational. The hand of the teacher who is skilled in adaptation and tactful in the use of time and method will be greatly strengthened, and she will make school, not only a more attractive place for the pupil, but an institution where the eye will aid the ear, the hand, and the voice in their service to education."⁴⁰

These noble thoughts on an integrated media approach to instruction have not been realized by 1965. These aids are regarded as peripheral and not valued too highly. Consequently this source of buttressing language instruction does not rank as high as found in some Western provinces.

There is no accurate account of language laboratories in Ontario. Perhaps there are as many as 30 - London, three, Hamilton, two, Ottawa, three, Toronto, six, Windsor, one, Sudbury, one. Students generally are

⁴⁰ Department of Education, Report of the Minister of Education, Ontario, 1936, p. 13.

timetabled once weekly; rarely are grade thirteen pupils given time to attend. Lukewarm analyses from two inspectors possibly will curtail much interest in this area. One noted that a \$22,000 laboratory in his inspectorate continuously went haywire thereby ruining whole periods. A variety of teachers used the equipment and maintenance was imperfect. No training courses for use of the equipment is available in the province. Another inspector presented a more critical review to modern language teachers: the gadgetry cannot keep the students' attention - the artificial basis is no substitute for the human teacher; tapes are not integrated into the regular course, and suitable ones represent an inordinate cost; doubtful improvement of the conversational French of a student. He concludes that the laboratory works best at the university where students are self-motivated and can work alone.

Few titles in French are available from the Audio-Visual Library of the Department of Education. No filmstrips in this subject are distributed. The Library reports few requests; a number of teachers interviewed didn't know there were any available. A list of the equipment available in secondary and elementary schools and the cost of such items underlines the fantastic capital cost required to equip schools for the technological age.⁴¹ In the 470 secondary schools in 1963 there were 121 television receivers, 812 recording machines, 1127 filmstrip projectors,

⁴¹ Appendix N.

and 795 sound projectors. Considering that this equipment is used by all departments, language classes can rarely employ such instruments. Basic equipment for modern language instruction is not regarded as important as say that deemed essential in home economics, physics and physical education.

Two series of six fifteen minute radio programmes are presented by the Department of Education.⁴² One dramatizes incidents from the prescribed authors' text; content questions are provided at the conclusion of the broadcast. The other directed towards grades ten and eleven is taken from the B.B.C.'s "Early Stages in French". Dramatized sequences of lives of a family residing in Bourgogne, France, form the plot.

The Metropolitan Education Television Association in 1963-64 attempted its first series in French to school children. This non-profit organization brought together representatives from school boards, teachers' organizations, and universities. The objectives of the first series provided opportunities for elementary school pupils to hear

42 Appendix O.

the French language spoken by native Frenchmen, and helped develop skills in speech and comprehension. The original ten fifteen minute programmes were modified in 1964-65 to provide a slower pace and simpler vocabulary. Continuous attention to evaluation reports from teachers using the series stimulated these changes. Meaningful situations are employed whenever possible - for example, one story took place on Toronto's Island Park, another touring Toronto.

The future of the organization is in doubt. In part this is due to the usual problems of open circuit broadcasting. M.E.T.A. has attempted to avoid school time-tabling complications through broadcasting each French programme four times - two consecutive beamings on Tuesday, and the additional two on Friday. Consistently the producers attempt to underline to teachers their immediate involvement. Teaching guides are provided to indicate vocabulary, items to look for in a broadcast, matter for post television discussion.

Although few teachers were found using the programmes on any continuous basis, the major reason for a possible demise stems from the creation of an educational television network by the province. No official contact had been established between the Department of Education and M.E.T.A. by the summer of 1965. In brief the Department intends to create Canada's third television network with

central and local production facilities. Most of the proposals are classified until the 1966 session of the Legislature, however, the researcher was assured that programming in French is one of the priorities of the Minister. The first programmes commencing in January, 1966, do not include French.

5. Conclusion

The report on teaching aids suffers from problems of grinding out impressions from an extremely complicated situation. First, so many changes are occurring that data from spring, 1965, quite probably are out of date a few months later. Unfortunately this confusion is also reflected in teaching ranks. For example, amendments to the grade thirteen modern language courses were announced at the beginning of the 1964-65 school term. Teachers did not know what to do - the printed announcements were too brief and there was no time for discussion. Second, the maze of certificates presents problems in semantics. A short summary of ones in secondary academic circles is sketched below.⁴³ Third, the wealth and/ or size of certain

43 Graduates whose degrees are acceptable to the Minister must undergo a course of teacher training at the Ontario College of Education. This may be taken in one of two ways:

- (a) By attendance at the winter course (Sept. to June).
- (b) By attendance at two eight-week summer courses (July and August), with a year of successful teaching between

cont'd.

communities provides resources for developments that many other districts could profit from. It was easy to miss some. A few picked up follow. Toronto is experimenting with flexible vinyl records, \$.07 each, for homework in modern languages; Forest Hill has wired a number of classrooms for a portable language laboratory, thereby avoiding timetable restrictions; a number of larger school boards now employ instructional media experts who can improve the total audio-visual picture. Third, obvious questions become lost in the push to complete the total report. For example, why did the number of teachers attending the course in French for English-speaking pupils drop from 134 to 78 from 1963 to 1964?⁴⁴

43 cont'd.

the courses. A Temporary Secondary School Certificate is granted at the end of the first eight weeks course.

The basic certificate awarded on the successful Completion of these courses is the Interim High School Assistants' Certificate, Type B, which is valid for five years from the date of issue. After two years of successful teaching (Rating 4 or higher) certified by the inspector concerned, the Interim High School Assistants' Certificate, Type B, may be converted into a Permanent High School Assistants' Certificate upon application to the Department of Education.

A Teacher who holds a H.S.A. Certificate, Type B, or a Permanent H.S.A. Certificate may have his certificate endorsed for one subject if he has standing of at least 66% in at least five approved university courses (15 credits) in that subject and who has taught the subject successfully for one year. For endorsement in two related subjects, at least eight courses (24 credits) are required. Further information about endorsement is contained in the calendars of Ontario universities.

Candidates who have graduated from certain honour courses (specified in the calendar of the university

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43 cont'd.

concerned), which have been approved by the Minister of Education, may be admitted to the courses and examinations at the Ontario College of Education leading to the Interim High School Assistants' Certificate, Type A. After two years of successful teaching (Rating 5 or higher) of senior classes (Grades XI, XII or XIII) in the subject concerned, the H.S.A. Type A may be converted into a High School Specialists' Certificate in that subject. (See the Ontario Department of Education Circular 612). Candidates whose university courses do not meet the requirements for a Type A Certificate may make up the deficiencies by taking a programme of university courses approved by the Registrar, Ontario College of Education.

44 Department of Education. Report of the Minister
1964, p. S. 19.

VI CONCLUSION:

The status of modern languages in Ontario is higher than that met in other English-speaking provinces. This situation is explained by a number of factors: the longevity of the Ontario Modern and Classical Language Teachers' Association - such specialist groups are of recent origin elsewhere; the core of Department of Education personnel directly involved in modern languages - appointments absent in most Departments; a lack of a strong science push from the universities in entrance requirements; large urban centres possessing resources for supervision, experimentation, equipment; certification and salaries that encourage specialization in language teaching; interest in aural-oral techniques for some decades at the Ontario College of Education; the resources of the Ontario Curriculum Institute. Yet, a number of similarities are equally prominent: French is the dominant second language; other modern languages receive peripheral treatment; French in the elementary schools is a comparatively new subject in most communities; absence of direction from the Department of Education; extreme shortages of French teachers at each grade level; absence of articulation between elementary and secondary divisions; modern language study is an academic pursuit removed from programmes of the non-college

bound; cultural goals are directed toward France, not Quebec.

In the absence of a national organization leading language study, it is possible for Ontario's developments to move into the vacuum. The dangers of such an undigested course have been noted. However, the experiences of two districts that have exercised some leadership in language developments must be noted. Ottawa is best known across Canada for the Bradford series. Representatives of districts from Nova Scotia to Saskatchewan have visited Ottawa. Generally these tours are one day in length. Groups of two to seven come - usually composed of 40 percent administrators, an equal number of teachers, and the remainder, school trustees. The schedule includes a short talk by the director, observations of classes, distribution of mimeographed articles and texts, a short meeting to answer questions. Oakville doesn't receive as many requests - about a dozen a year. The general format is the same - the exception is an attempt to have a series of grade levels viewed. A higher percentage of teachers of French are noted in the groups in Oakville.

Although notable exceptions were found, the need for programmes geared to Canadian needs is clearly underlined. With provincial resources often limited, the alternative of purchasing American programmes raises a number

of difficulties. First, the shift from the traditional grammar-translation approach to a heavily aural-oral emphasis raises many questions on teacher training. Experiences in two other subject matter areas underline the serious difficulties in retooling. Although teachers of grade twelve mathematics knew for several years about a proposed curriculum change, more than 1,000 had not attended any retraining course by September, 1965. (45) The new physics and biology have been found too tough for the training and background of many Ontario teachers. (46) Second, drop-out rates in Canada are much higher than in the United States. A course sequence assumes that pupils continue through a required number of years. Difficulties in providing a programme with some lasting benefits for most students are illustrated in the following figures. Of 100 pupils entering grade nine in 1958 - 58 entered grade 11 in 1960, 51 into grade 12 in 1961, and 29 remained in 13 in the succeeding year. (47) Oakville-Trafalgar District High School situated in one of the richest centres in Canada exhibits a similar mortality rate - grade nine, 343, ten, 279, eleven, 248, twelve, 242, thirteen, 163, - virtually all pupils enrolled in the five year arts

45. Globe and Mail, August 25, 1965.

46. Ibid, December 23, 1965.

47. Ontario, Report of the Minister of Education, 1963,
p. S 108

and science option. (48) Third, teaching is part of a complex of operations. Whereas the teacher in the Ontario classroom might possess higher paper qualifications than his contemporaries in other provinces, language teaching suffers from other deficiencies. Audio-visual supports from the Department are weak. Lack of contact with the O.S.S.T.F. prohibits a strong lever for the O.M.C.L.T.A. to carry on extensive in-service programmes in local districts. Teaching through the correspondence branch is limited to one Moderns subject - French. (49)

Any success that might be achieved by programmes in modern languages in the United States will be achieved because a number of the problems affecting teaching will be met. The National Defence Education Act is decisive in spreading a largesse for teacher training, purchase of equipment, encouragement of research facilities. Succeeding legislation has extended the pervasive role of the federal government. The passage of the Elementary and Secondary Education Act of 1965, for example, provides funds to put more library books, textbooks, and instructional materials

48. Ibid, 1964, S. 86.

49. 80% of the following enrollments are in French, the remainder in Latin - grade nine, 1115; ten, 969; eleven, 650; twelve, 799; thirteen, 1414.

into the schools; funds to strengthen state departments of education which carry on the workload of educational action; the establishment of regional laboratories to speed educational innovation.

Failure to meet similar problems in a Canadian context will produce the grisly plight forecast by one instructor;

"What a depressing project in one's declining years to be surrounded by people prattling Franglais with an accent like Mr. Diefenbaker". (50)

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50. G.A. Kirke, "Languages and the Pedigree of Nations - Can Canada afford to be Literate?", Canadian Modern Language Review, October, 1964, p. 13.

APPENDIX A

The teaching of Modern Languages in Secondary Schools, January 2, 1964 - (Report prepared by the Canadian Education Association from information supplied by the Provincial Departments of Education - Prepared for CEA by Mr. D. Steinhauer, Assistant Superintendent, Secondary Education, Department of Education, Toronto, Ontario).
(Available on file).

APPENDIX B

Teacher Exchange - (This folder explains how a teacher should proceed in applying for an exchange position) - The Canadian Education Association, 559 Jarvis Street - Toronto 5, Ontario - May 1962.
(Available on file)

APPENDIX C

Department of Education: D. Steinhauer, assistant superintendent instruction; W. Kieser, London, W. Coiseneau, Kingston, E. Charbonneau, Sudbury, W. Gray, R. Schatz, modern language inspectors; I. McHaffie, classics inspector; J. Henshaw, audio-visual branch; N. Bennet-Alder, supervisor of Elementary French instruction; H. Monteith, special adviser to the Minister on E.T.V.; J. Hogg, correspondence branch.

Teacher Training: Y. Beneteau, Teachers' College, Ottawa University; G. Kirk, Ontario College of Education.

Teachers; C. Dalzell, director of education, Port Arthur; G. Martin, audio-visual department, Toronto; S. Houston, Toronto Education Centre Library; J. Singleton, director of education, Burlington; R. Bowers, director of schools, Stratford; G. Klinck, editor, Canadian Modern Language Review; A. Hodgins, assistant superintendent, Etobicoke; W. McKinnon, Ontario Public School Men Teachers; M. Van Loon, inspector, Ottawa Public Schools; H. Willis, assistant superintendent, collegiate institutes, Ottawa; D. Ellis, Metropolitan Educational Research Association; R. Kenny, supervisor of languages, Hamilton; A. Robinson, director of public schools, R. Quevillion, supervisor of

French, Oakville; R.J. Sweet, supervisor of French, I. Fatt, assistant superintendent, Toronto; A. Ritter, director of education, Toronto; J.M. Prideaux, principal, North York; D. Massey, supervisor of French, Scarborough; D. Graham, superintendent, M. Theodore, supervisor of French, Forest Hill; J. Harrower, Federation of Women Teachers of Ontario; H. Dean, J. LeRoy, Ontario Secondary School Teachers' Federation; 14 teachers in Kingston, Oakville, Toronto, Hamilton, North York.

Others: National Film Board, Kingston, North Bay; R. Dodge, production coordinator, Metropolitan Educational Television Association; J. Metchell, R. Morgan, Ontario Curriculum Institute; C. Rainsbury, Canadian Broadcasting Corporation; A. Rutherford, Canadian Teachers' Federation; F. Robinson, Canadian Council for Research in Education; R. Martin, Canadian Film Institute.

APPENDIX D

Tables showing the number of Students studying French, Latin, German, Spanish, Russian and Greek in Toronto Secondary Schools as of September 30, 1959 and 1964.
(Available on file)

APPENDIX E

Modern Languages (French, German, Spanish, Italian, Russian) Department of Education, Grade 13, Curriculum Bulletin 1964-65 (Toronto: Curriculum S. 8., n.d.)
Teaching of Latin
(Available on file)

APPENDIX F

Ontario Department of Education - Intermediate and Senior Divisions Modern Languages - Courses of Study and Book Lists - Grades 9, 10, 11, 12, and 13 - Curriculum 1, and S. 15 - 1961 - (78 pages)
Ontario Department of Education - Circular 56 - April 1964 - Prescriptions 1964-65 - Departmental Examinations of 1965 (Incorporating Information Formerly Contained in Curriculum 46(a) - Issued by Authority of The Minister of Education) - (14 pages)
(Available on file)

APPENDIX H

Suggestion for French in the Scarborough Schools (A long-term Plan for a Programme from Kindergarten to Grade 12)
(Available on file)

APPENDIX I

Research Service, Toronto Board of Education, An Experimental Study of Television as a Medium of French Instruction, October 1962.
(Available on file)

APPENDIX J

Teacher's Guide for Senior Introductory Programme of French Instruction - Part Two - Unit Study Period - January to June. Robert J. Sweet, Director of French - Toronto Board of Education.
(Available on file)

APPENDIX K

Parlons Français
(Available on file)

APPENDIX L

Oral French in the Ottawa Public Schools by Florence E. Bradford, Supervisor of French - Ottawa Public School Board
(Available on file)

APPENDIX M

Cours de Français - Emploi du temps - (Ottawa Teachers College, Summer 1965)
(Available on file)

APPENDIX N

Audio-Visual Equipment Statistics, June 1963
(Available on file)

APPENDIX O

Ontario School Broadcast

Series: Intermediate Series No. 2 - Early Stages in French
Title : "La vie de tous les jours"
Date : Tuesday, February 11, 1964.
Time : 11:15 - 11:30 a.m., E.S.T.
Script: Emile Harven
Narrator: Pierre Lefèvre
(Available on file)

